



President's Column

First undergraduate media history course inspired career as media history scholar



Pete Smith
Mississippi State University

As an early 1990s undergraduate student in Mississippi State's Department of Communication, I took my first media history course. It was your typical survey course—we moved at breakneck speed covering topics and time periods that spanned hundreds of years, from the printing press to 1980s technology—but I was hooked nonetheless. Indeed, that class would help sustain my interest in media history as I pondered and cultivated my graduate school research interests.

When I was hired as an assistant professor by my home department almost a decade later, I wanted to add that media history class to my teaching load, but it since had been deleted from the curriculum.

The explanation I was given is one that we have heard before, especially those of us who teach in departments or schools with no existing media history course or have seen those courses threatened with removal: "It's the 21st century; we need to be looking forward, not backwards."

That statement makes me wonder if the powers-that-be who make those decisions think that journalism is created and exists in a vacuum. The historical record, as we all know, gives the story depth and meaning; it is, like all pieces of evidence that go into a larger narrative, an important element in the discovery of truth. "I find there is a thin, penetrable membrane between journalism and history," journalist and historian (Wade) Hampton Sides said. "I gather a lot of strength and professional inspiration from passing back and forth across it."

This is not to say that department, school, and/or university administrators

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This special "teaching issue" of the *Intelligencer* includes essays from four members of the Education Committee, discussing the challenges of incorporating history in the curriculum and tips for teaching history. See the essays on pages 10-13.

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Would you like to be the next *Intelligencer* editor?

The American Journalism Historians Association invites candidates to apply to serve as editor of the organization's quarterly newsletter, *The Intelligencer*. This important quarterly newsletter includes a variety of material, such as convention information, news about members, details about grants and awards, and essays on teaching and research.

The editor is responsible for soliciting articles, editing copy, laying out the publication, and working with the web editor to ensure

timely publication.

Serving as editor has the following benefits:

- Having leading media historians in your network of contacts, which proves invaluable at promotion time and also leads to exciting research opportunities.
- Serving as an auxiliary member of the AJHA Board of Directors, which is impressive to many institutions.
- Staying on the cutting edge of new developments in the field

because the position naturally involves communicating with researchers, educators, and innovators.

The successful applicant will be skilled at writing, editing, and design. Applicants should submit a CV, a letter that explains why they would make an effective editor, and a letter of support from their chair or dean to Publications Committee Chair Paulette D. Kilmer, paulette.kilmer@utoledo.edu.

The deadline for applications is July 5.

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Intelligencer is the quarterly newsletter of the American Journalism Historians Association, published in December, March, June and September.

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University of Texas-
Arlington

Deadline for the next issue is Sept. 1. Submit stories or member notes to Erika Pribanic-Smith at epsmith@uta.edu.

Previous issues of the *Intelligencer* are available at ajhaonline.org.

Undergraduate

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have not had to make some tough choices regarding media history courses, particularly in light of drastic budget cuts and the need to keep up with an evolving digital media landscape.

At the same time, though, media history courses are too often treated as dead weight. Like free electives, they are usually among the first departmental courses on the "chopping block" and the most difficult to try to revive, if at all.

When those courses are cut, those of us who specialize in some aspect(s) of media history are left to make our own tough choices, squeezing our own research interests and knowledge into existing non-history journalism or media courses.

In my upper-level undergraduate Mass Media & Society course, for example, we explore issues of race, class and gender and how contemporary entertainment and news programming frames, and marginalizes, those of us who may not fit within the boundaries of what society deems "normal."

As a point of comparison between the past and the present, I have students read historical academic articles and use the examples therein to give them a sense of context and appreciation for current events and struggles.

Some of my favorite pieces include a 2010 article by Nathan Michael Corzine in the *Journal of Social History*, which I use to frame our discussion about magazine advertisements' role in reinforcing traditional gender roles, and Jennifer Frost's 2008 article in the *Journal of African American History*, for discussing the intersection between news framing, visual media and stereotypes.

*We
will need
to continue
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curricula.*

At first, I was cynical about my chances of getting the students to read the articles and engage in class. I have been pleasantly surprised, though, at how easily students have taken to the material and our use of historical research to explore race, gender and class issues.

As rewarding as this experience has been, I do not intend it as a permanent solution to the issues brought up in this column. I designed a media history course that was included in the graduate program proposal my department

submitted to our dean last year. I encourage all AJHA members to continue to be as persistent, even relentless, in our mission to preserve or resurrect media history courses in our curricula. This task means that we will need to continue to argue against any further attempts to diminish or eliminate media history courses from the curricula (a difficult task, I know, given the financial and political culture on many college campuses), and we must continue to travel to and work with other mass communication and journalism academic organizations to demonstrate the importance of our research and mission statement. In the meantime, continue to share your teaching resources and ideas with each other.

As I have, perhaps you have occasionally thought about the choices you would have made as a young scholar had you not taken that first media history course—or if that course had not been an option on the schedule at all. And, like me, perhaps you have come to realize that those choices do not seem nearly as satisfying or appealing as your career as a media history scholar.

If so, let's use that realization, and our passion for media history, to ensure that the next generation of undergraduate and graduate students have at least the option of taking their first media history course.

Convention survey recommendations produce action



Erika J. Pribanic-Smith
University
of Texas at
Arlington

The AJHA officers, board, and committee chairs are working together to reduce the cost to members of attending the annual convention.

Registration fees increased in 2015 to be sure the convention could pay for itself. Meanwhile, the cost per night to stay in historic hotels where the conventions take place has steadily increased.

After the AJHA officers and board fielded numerous comments and complaints regarding the cost to members of recent conventions, President Pete Smith tasked the Long-Range Planning Committee with investigating how planners of the annual convention might reduce costs while still providing members with a convention experience that meets their needs.

In December and January, the Committee Chair Erika Pribanic-Smith and Amy Lauters conducted a survey of members to determine what traditional elements of an AJHA convention are essential, what could be scaled back, and what could be eliminated.

Ninety-four AJHA members completed the survey. Respondents indicated that they generally are pleased with the convention offerings, but they had suggestions for improvement and potential cost savings.

Based on the responses the committee received, Pribanic-Smith and Lauters submitted to the board the following recommendations:

1. The Convention Sites Committee needs to be cognizant of affordability and accessibility (especially ease of transportation) when choosing the city.

2. Hotels need not be historic. Convention attendees would prefer an affordable hotel in a good location, surrounded by restaurants and good nightlife options.

3. Except for the gala dinner, meals should be scaled back. Respondents recommended buffets or boxed lunches in place of plated meals, lighter appetizers for the reception, and super continental breakfast rather than full hot breakfast. Keep the coffee/tea service as is.

4. Although respondents would prefer to pay less for the gala dinner, they still would like to see that event maintain the three-course meal format and formality we have been enjoying. We recommend directing sponsorship funds to the gala dinner to reduce the cost to members and selecting regional menus both for cost reduction and local cultural ambiance.

5. The Scholars Breakfast only should be offered if we can assume the costs and not charge extra. This was the least popular of the special events. Programming has been problematic at best. If programming can be implemented that would return this event to its original purpose of connecting scholars with each other and

Plated three-course meal

Full dinner buffet

Heavy hors d'oeuvres

Light hors d'oeuvres

Other

10% 20% 30% 40%

Forty percent of respondents expressed preference for a plated three-course meal at the gala dinner, and it was the only meal for which respondents preferred that format. For the Donna Allen luncheon, respondents would prefer a buffet, salad, or boxed lunch, and they would prefer heavy or light hors d'oeuvres for the reception.

Less than \$20

\$20-29

\$30-39

\$40-49

\$50 or more

10% 20% 30% 40%

A majority of survey respondents are willing to pay between \$20 and \$49 for the gala dinner, but the three-course plated meal typically has cost attendees at least \$60 in recent years. The Long-Range Planning Committee recommended offsetting the cost with sponsorships.

sharing interests, it may be worth keeping. We should consider, in that case, a different timeslot on the program, as Friday is over-programmed and the breakfast time has been too early for many attendees. The meal offered need not be a hot plated breakfast; attendees would prefer a buffet or super continental breakfast.

6. Continue creating printed programs, but consider offering re-useable lanyards for name tags to eliminate that expense.

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Survey

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Because of the lead time required for convention planning and securing sponsorships, not all of the recommendations will be implemented immediately.

However, Smith said steps have been taken to act on some of the recommendations already.

Specifically, AJHA has contracted with non-historic hotels for the next two conventions, which will have a lower cost per night than historic hotels in the convention cities.

Convention Sites Chair Caryl Cooper said she

believes attendees will be pleased with the hotel in St. Petersburg this October. The Hilton St. Petersburg Bayfront is located in downtown St. Petersburg's waterfront district, near the Dali Museum and other cultural attractions, shops and restaurants.

In 2017, the convention will be at the DoubleTree by Hilton in Little Rock.

Additionally, following much discussion among AJHA officers and Cooper, the Scholars' Breakfast has been removed from the program for St. Petersburg.

"The door's not closed on bringing it back, but we wanted to see, at least for a

year, what kind of impact not having it would bring," Smith said.

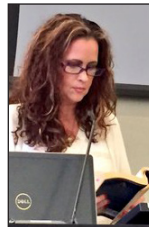
Cooper said she has been working with the catering coordinator at the Hilton St. Petersburg to select less expensive options for meals without compromising quality.

Cooper is keeping travel costs in mind as she works to identify a site for the 2018 convention as well.

Finally, Smith has created an ad-hoc Development Committee, chaired by Ellen Gerl, to cultivate sponsor relationships in an effort to offset more of the convention costs.

MEMBER NEWS AND NOTES

Dianne Bragg was selected as a participant in the third annual Watershed Reading April 15 at the University of Alabama. Students nominated teachers they found particularly intriguing, challenging and engaging to read from works that inspired them. Bragg read a passage from Isak Dinesen's "Out of Africa."



Carol Sue Humphrey and **Julie Williams** were among several media historians quoted in "Tweet All About It," an article published in the May 2016 issue of Smithsonian Magazine.

Owen Johnson's co-authored article "Wrestling with Fame: Ernie Pyle & the Pulitzer Prize" appeared in the Spring 2016 issue of *Traces of Indiana & Midwestern History*.

Sheryl Kennedy Haydel earned a PhD in Mass Communication and Journalism from the University of Southern Mississippi (May 2016).



Haydel will continue to teach, now as an assistant professor, in the Department of Mass Communication at Xavier University of Louisiana.

Will Mari successfully defended his dissertation at the University of Washington and has been named chair of the Communication Studies program at Northwest University.

The University of Texas at Arlington awarded **Erika Pribanic-Smith** tenure and promotion to associate professor, effective Sept. 1. Her article "Two Magazines and the Fight to Save Mount Vernon, 1855-1860" appeared in the Spring 2016 issue of *American Periodicals: A Journal of History & Criticism*.

Melony Shemberger was elected vice president of the Faculty Senate at Murray State University. She completed her first two-year term as a faculty senator in April 2016 and was tapped to serve another term expiring in April 2018. Shemberger recently accepted memberships into the academic honor societies Kappa Delta Pi, Pi Lambda Theta and Sigma Xi.

Engagement week promoted #headlinesinhistory



Teri Finneman
South Dakota State University

The first Media History Engagement Week attracted participants from 20 states and six countries to the #headlinesinhistory Twitter discussion during the first week in April.

The week to recognize media history was the work of a subcommittee of members from AJHA and the AEJMC History Division who want to bring more publicity to our work.

April 4-8, our members and their students across the country and around the 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.



Above: A sampling of photos posted during Media History Engagement Week. Below: Murray State student Alex Hilkey and her award-winning poster.



National Award for Excellence in Teaching nominations due July 15

The annual AJHA Award for Excellence in Teaching honors a college or university teacher who excels at teaching in the areas of journalism and mass communication history, makes a positive impact on student learning, and offers an outstanding example for other educators.

An honorarium of \$500 accompanies the prize.

Eligibility: A nominee may be tenured or untenured and should hold either a full- or part-time appointment at a college or university that confers an associate, baccalaureate or higher degree in journalism, mass communication, communication studies, or history as of the submission due date.

All nominees must have responsibility for teaching the history of journalism and mass communication either as a stand-alone course or as part of a broader course.

Nomination packets must include the following materials:

- Curriculum vitae
- Statement of teaching philosophy (no more than 2 pages)
- A syllabus from a favorite course (must be mass comm. history-related)

- Sample assignment and/or sample lecture
- Teaching evaluations (summary tables, previous 2 years if untenured; 4 years if tenured)
- Written peer and/or tenured faculty reviews of teaching may also be included
- Letters of support (one from each of the following levels):
 - Administrator (dean/chair)
 - Colleague
 - Former student (be sure to indicate the relationship of the individual to the nominee and institution, e.g., is the individual currently a graduate student in the nominee's department?)

The deadline for nominations is July 15.

Materials should be submitted to Education Chair Pam Parry at Pamela.Parry@eku.edu or the following physical address:

Pam Parry
Eastern Kentucky University
308 Combs Building
Richmond, KY 40475

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Prague: City of historical treasures



David W. Bulla
Zayed University

For historians, history has a way of finding us no matter where we are, and a trip to Prague means—wonderfully—history overload.

When I visited in early May for a research conference, the city was green and in bloom, though a chill was still in the air. I took a World War II tour on my final day in the city, and the focus was the May 5, 1945 Prague Uprising. On that day, members of the Czech Resistance commandeered Radio Prague, took to the airwaves, and urged their countrymen to fight their Nazi occupiers.

Thousands of Czechs took up arms and positions at hundreds of barricades around the city. Gen. George Patton was nearby with his army, but he was not allowed to assist as the Americans had agreed to let the Soviets liberate Prague. However, the Red Army was still three days away. A bloody battle ensued with thousands of Czechs and perhaps a thousand German soldiers killed.

The stakes were high as Czechs could remember the successful attempt on the life of Reinhard Heydrich in 1942 by Czech paratroopers supported by the British. At the time, Heydrich, a key player in the Final Solution, was the Nazi head of Moravia and Bohemia. After his assassination, Adolph Hitler had the Czech village of Lidice razed in retaliation.

Prague abounds in modern history: the 1848 Uprisings, the Prague Spring of 1968, and the rise of the modern Czech Republic with the man of letters Vaclav Havel as its first leader. The city on the Vltava River is also one of the most compact major cities in the world. You can see everything you desire by walking and riding on the tram.



Here is where a barricade was erected in the final days of World War II by the Czech Resistance on Celetna Street, with gunpowder residue and bullet holes still visible. *Photo by David W. Bulla*

Of course, there is much more than modern history to investigate in Prague. There's Prague Castle, St. Vitus Cathedral, Loreta, Strahov Monastery, Charles Bridge, Church of Our Lady Victorious, Church of Our Lady Before Tyn, and Wenceslas Square with the National Museum as its centerpiece.

I stayed in Old Town while I attended the Second Global Conference on Slavery, giving a paper on the relationship between the journalist Frederick Douglass and President Abraham Lincoln. Within a five-minute walk from my hotel was the Old Town Hall, where members of the Resistance holed up and gave the Nazis grief for three days before the Red Army finally ended the war in Czechoslovakia in the spring of 1945.

There, every May 5, the Czech government and Russian embassy place flowers, and a military band plays patriotic songs. Just a block from there, you can see where a barricade was

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Scholars consider British Library a “near-holy place”



Jean Palmegiano
St. Peter's
University
(emerita)

I owe this title to Wally Eberhard.¹ He used the phrase to describe how researchers at the British Library (BL) view it. And I am one of its devotees.

How did this devotion develop? I arrived in London, Time's “city of the decade,” in the middle of the

overlooking us “Readers”) asked where Karl Marx sat. I couldn't care less. I chose a row directly in line with catalogs marked P.P. Note that I did not say card catalogs because the catalogs were very large, very heavy scrapbooks arranged in a semi-circle around the superintendent's desk. The initials P.P. stood for and still stand today for “periodical publications.” Forget Dewey and Library of Congress; the British classification is unique. Because I was studying 19th-century trade unions, a frequent press subject, I was at the BM less than at its newspaper annex a long Tube ride away.

By the time I had a sabbatical to work on my first book, 1970s London was losing its dazzle. And I was running into trouble in my investigation of magazine commentary on Victorian women. While the BM catalogs listed many women's journals, getting them was another story. Removed from London during the Blitz, the women's press had suffered terrible bombing at its relocation spot. After having many Reading Room requests returned with the stamp “destroyed by enemy action,” I discovered that remnants of some titles, still in their 1940 cardboard boxes, were in the building.

Either I was the first to examine this topic or was such a pest about getting this evidence that I was permitted in the stacks for *one day*. I'm not sure if other historians had this opportunity, but I was grateful for it, sifting loose pages quickly to select sources for delivery to my desk.

While 1980s London was fast-tracking modernization in an East End devastated by war, my next book (the press on empire) went smoothly. Most of my colleagues and I paid little attention to the 1972 Act of Parliament creating the British Library. But we should have because we knew that the BM no longer had enough space to satisfy demands for Reading Room seats. The BL foundation stone was laid in 1982, but I managed to complete two more books (the press on crime and on health) in the BM in the 1990s. Then lightning struck in 1997. The Reading Room was closing!!! Its holdings were going to the British Library finally ready a few blocks away. With seven floors above ground and seven floors below, it reputedly could house everything transferred and future collections for decades.

I hated leaving the BM for a place I foresaw as less inviting. Although the

Continued on page 8

“Swinging Sixties.”

Armed with a fellowship to do doctoral research, I trudged up the steps of the British Museum (BM), home to the famed Reading Room dating from the 1850s. Admission to this sanctuary, topped by Antonio Panizzi's glorious dome, required no picture or forms; a letter from my adviser was sufficient to gain entry. The doorkeeper, after dipping his long-stemmed pen in ink, wrote my name on a card granting ingress for a year.

As I entered the Reading Room, I remembered hearing that most visitors (allowed once daily on a balcony

¹ Wallace B. Eberhard, *American Journalism* 32 (2015): 487.



An awe-inspiring dome tops the Reading Room at the British Museum. Photo by David Iliff (CC BY-SA 3.0)

British Library

Continued from page 7

BL merely adopted now-stringent BM rules—baggage searches on arrival; pictures taken, documents necessary, interviews held before a three-year renewable card issued; everything carried into reading rooms in clear plastic bags—these regulations confirmed my belief that the new quarters would lack the BM's charm.

What won me over? Efficiency trumped elegance. Now I “read” in Humanities 1 (emphasis on the Victorian heyday) and have immediate access to other restricted rooms. In H-1 I head for a desk near the online catalog, print indices, and “queries” counter (which

I still bother about missing issues of serials). And I don't have a trek to check newspapers. One floor up, their chambers have ample computers and wooden stands to facilitate perusal of digital and print publications.

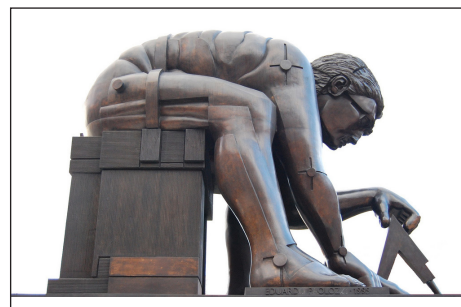
As the “aughts” decade ended, and I co-edited a book on transnational journalism, I deluded myself that the BL's roominess guaranteed rapid arrival of requests forever...well at least a century. But as I was finishing my study of press perceptions of journalism in 2012, the BL reached capacity. Deliveries have since slowed as trucks carry materials to and from off-site storage facilities. So I cope by ordering



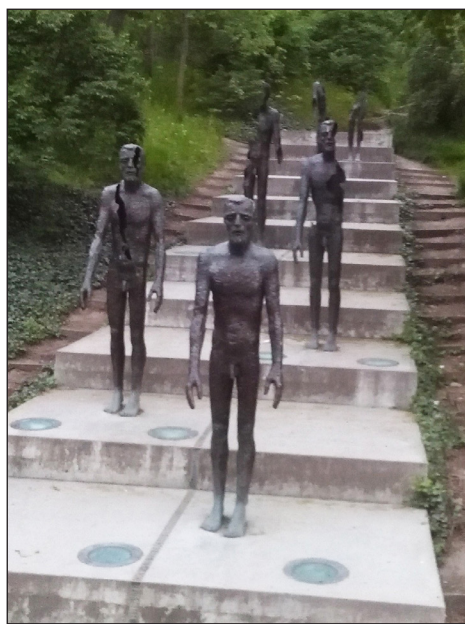
The British Library is a modern complex adjacent to the spires of St. Pancras railway station (in the background), constructed in the 1860s. Photo source: Patche99z/Wikimedia (CC BY-SA 3.0)

sources online two days before I need them.

And I have come to appreciate the BL's own charm, starting with the courtyard statue of Newton *au naturel*, which I pass every morning. Then it's on to another day, another project (the “journalist”) in this cathedral of learning.



Eduardo Paolozzi's Newton sculpture outside the British Library is based on a William Blake watercolor painted at the turn of the 19th century. Photo source: Istvan/Flickr (CC BY-NC-ND 2.0)



The Memorial to the Victims of Communism sits at the foot of Petrin Hill on the left bank of the Vltava. Photo by David W. Bulla

Prague

Continued from page 6

erected to try to slow down the Nazis. If you look closely, you can see the bullet holes and where grenades exploded. Another block away from the Old Town Hall, you can see that radio building where the resistance movement put out the call to arms.

And just few more blocks to the north rests the Jewish Quarter with its six surviving synagogues and a graveyard. During the war, the entire Jewish population was removed to the concentration camps, most to Terezin (Theresienstadt)—just outside Prague. There almost all died or were shipped to other concentration camps to meet a similar fate.

Situated on Petrin Hill, on the left

side of the Vltava, is the sculpture titled the Memorial to the Victims of Communism under the Soviet occupation, including those executed, incarcerated, and “those whose lives were ruined by totalitarian despotism.” The sculptural piece by Czech artist Olbram Zoubek depicts a series of men who have progressively more parts of their bodies missing as one moves to the back of the line they form. The men farthest from the front and highest up the hill have the most missing from their bodies.

It is a reminder of the horrors of the totalitarian times after World War II until the end of Soviet dominance in 1990, but it could just as well apply to the Nazi era.

Freedom abounds in Prague today, but the price for it was steep.

International literary journalism conference features history research



Erika Pribanic-Smith
University of Texas-Arlington

Four AJHA members made their way to Porto Alegre, Brazil in May for the 11th annual conference of the International Association for Literary Journalism Studies.

David Abrahamson, current secretary and former president of IALJS, moderated a research session and presented as part of a teaching panel.

John Coward and Brian Gabriel presented papers on the same research panel. Coward's was entitled "Writing the Iraq Invasion: Author and Authority in Five War Memoirs," and Gabriel's was "Reloading the 'Canon': What Literary Journalism Educators Teach."

Thomas Schmidt earned the Norman H. Sims Prize for Best Student Research Paper for "Pioneer of Style: How the Washington Post Adopted Literary Journalism."

Abrahamson said the conference was special, in part because it was the first outside of North America or Europe.

He said hosts Juan Domingues and the Pontificia Universidade Católica do Rio Grande do Sul did a wonderful job welcoming 50 of the association's members for three days of thoughtful scholarship and warm collegiality.

Coward said the size of the conference facilitated meeting new people from the U.S.

and abroad. He spoke with faculty and students from several countries.

"Like AJHA, the IALJS folks were friendly and welcoming, so I really enjoyed the conference," he said.

Although this was his first IALJS conference, Coward said he has a long interest in literary journalism and did an essay on Tracy Kidder years ago for a book edited by Tom Connery, whom he met through AJHA.

He said the IALJS conference expanded his thinking about the nature of journalism and the many ways that it can make a difference in society.

"Not surprisingly, some of this work is historical, so I felt quite at home listening to these presentations and discussions," Coward said.

Abrahamson said that presentations and less formal discourse at IALJS conferences can clearly inform and inspire the work of media historians.

"Not only is literary journalism found around the world, but it also has a very rich global history that clearly reflects the social realities of the historical eras in which it was produced," he said.

Abrahamson noted that the society emerged at a particularly historical moment in 2006, at a conference in Nancy, France celebrating the 100th anniversary of Upton Sinclair's "The Jungle."

The 12th annual conference is scheduled for May 11-13, 2017, in Nova Scotia. A call for papers can be found at ialjs.org.



Some of the local sites John Coward visited in Brazil included the downtown market in Porto Alegre (above) and Iguazu Falls—one of the seven natural wonders of the world—at the Argentine border, where he took a selfie (below). *Photos courtesy of John Coward*



Comm History pre-conference adopts transnational focus

The Communication History Division began its programming at the International Communication Association conference June 9 in Fukuoka, Japan, with a pre-conference event entitled "Crossing Borders: Researching Transnational Media History."

Division Chair Rick Popp said Nelson Costa Ribeiro from the Catholic University of Portugal developed the theme.

"His own work examines the imperial communication networks that developed in Salazar-era Portugal, so I think he's been



especially attuned to how problematic it can be in many cases to explain the development of modern media in a purely national context," Popp said.

AJHA members Yong Volz and Kirstin

Gustafson were on the pre-conference program, presenting separate papers on east-west relations during the World War II era. The full pre-conference program is available on the division website.

Volz also had two history papers on the ICA main conference program, one of them co-authored with Teri Finneman. Thomas Schmidt had a history paper on the program as well.

The 2017 ICA convention is scheduled for May 25-29 in San Diego, CA. More information is available at icahdq.org.

The historian's role in teaching data journalism



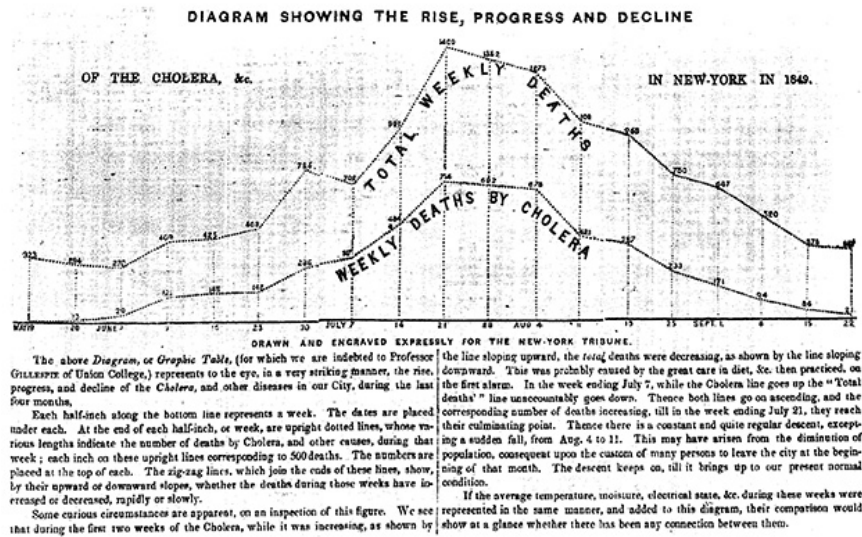
Aimee Edmondson
Ohio University

I used to think I was a professional oddity. I have one foot in the world of journalism history, where nothing makes me happier than a day in the archives. This is where my heart's pitter patter picks up, that thrill of the hunt when you find a document that perhaps other historians have not yet considered.

My other foot is in the world of data journalism, using spreadsheets and relational databases to find stories that give journalists enormous power to tell the difference between what the government does and what government officials say it does. Finding patterns in the numbers helps us to be reporters and not just repeaters. I tell my Data Journalism students, along with the mantra that as journalists they must be in a "data state of mind" while working on any story.

Then I met Scott Klein at ProPublica, and I didn't feel quite so odd. Scott directs a team of journalist/programmers building large interactive projects that tell journalistic stories and that make complex national statistics relevant to readers. But he is also a historian working on a book about the history of data journalism and infographics, and his [Above Chart blog](#) is packed with great examples of the use of data throughout our history.

In addition, on his popular Nerd Blog, he sprinkles in such posts as ["Infographics in the Time of](#)



An infographic picturing data on cholera deaths appeared in an 1849 issue of the New York Tribune.

Cholera," showing how the New York Tribune published on its front page a line chart tracking the deaths in New York City from the cholera epidemic in the summer of 1849.

Today's buzzwords of "big data" and "data viz" trumpet that this is a hot new thing in digital storytelling, but Klein's research with its focus on visualization shows that data journalism actually predates newspapers. Of course, this is where the historian comes in, reminding our industry that the hot new thing is really nothing new.

And again, with one foot in each world, I have been considering lately how journalism historians might make a substantive contribution in response to the ever-increasing demand for journalism schools to graduate students with skills in data analysis and visualization. In this changing media environment, journalism schools are faced with adapting quickly in order to remain relevant to the profession, to provide graduates with key skills media companies require.

Yet we are falling short. Only 59 of 113 journalism schools accredited by ACEJMC regularly offer at least one data journalism course, according to a new study by Charles Berret of Columbia University and Cheryl Phillips of Stanford University. Researchers presented this study at the annual Computer-Assisted Reporting Conference put on by Investigative Reporters and Editors (IRE) in Denver earlier this year. That conference is mostly a gathering of industry professionals, and I heard a bit of grumbling about how journalism schools are failing to adapt quickly enough to the industry's needs for graduates with such skills.

Most data journalists were trained in one of IRE's popular bootcamps or annual conferences. And while more journalism schools are responding to the need to graduate students with these tools in their toolboxes, the problem remains, how do we find instructors to teach such high-end

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"Harriet Beecher Stowe compiled the accounts of escaped slaves, aggregated advertisements from southern newspapers offering rewards for their return and published several tables of data as a rebuttal to claims that 'Uncle Tom's Cabin' had exaggerated the reality of slavery."



The IRE history site includes discussion of reporter Don Bolles' 1976 car bombing death, which sparked the famed Arizona Project.

Data journalism

Continued from page 10

skills-based courses where the tools are changing constantly? Certainly it is a conversation more faculty members are having now.

This is one reason I was so excited about the recommendations put forth in Berret and Phillips' 93-page report, "[Teaching Data and Computational Journalism](#)." You don't have to have the latest data skills to incorporate some of this content into your courses. Researchers discuss how data journalism can be included in basic graphics, video and multimedia classes, in feature writing classes, in media law and ethics and, yes, the history of journalism classes.

In our field, for example, faculty might point out that during the antebellum period Harriet Beecher Stowe compiled the accounts of escaped slaves, aggregated advertisements from southern newspapers offering rewards for their return and published several tables of data as a rebuttal to claims that "Uncle Tom's Cabin" had exaggerated the reality of slavery. Joseph Pulitzer articulated the importance of training journalists in statistics in a 1904 essay in the *North American Review* about the creation of a new thing called a journalism school. In 1967, Philip Meyer famously used data analysis

to better understand the causes of the Detroit race riots and helped spark a movement that led to the creation of the venerable industry organization, IRE.

Berret and Phillips argue that studying history is especially valuable during times of change, that data journalism, "for all its glamorous novelty, is rooted in the tradition of quality work." Along with Klein's blogs and forthcoming book, faculty might use the wonderful historical material on [IRE's website](#) in their classes.

I include all of these examples and others in my History of American Journalism course, an elective at Ohio University, in part as a way to promote my Data Journalism course, also an elective.

And in the latter course, I use my history lecture during week one to give context to the skills class we are about to embark upon. My lecture is constantly changing as more history of data journalism is uncovered. I'm adding a new assignment to my course, based on Berret and Phillips' recommendation: Find and analyze charts, graphs, maps and other data visualizations published in newspapers at least 50 years ago. But should I include this assignment in my History of American Journalism course or my Data Journalism course? Perhaps, not so oddly, both.

They won't let you teach history? Do it anyway



Pam Parry
Eastern
Kentucky
University

"When do you think you might teach a course in history? You seem to know a lot about it."

That paraphrased question almost left me speechless this spring when a student in Public Relations Principles asked if I could teach Media History.

My interest in teaching Media History was piqued when I earned my Ph.D. at the University of Southern Mississippi, where I earned a specialization in the discipline and fell in love with AJHA in the process. But I never have worked at a university that had a Media History course.

How does a professor teach the discipline without a specified course? For me, the answer was to inject history into everything I teach until students ask for it and I can get a course into the curriculum. We're almost there.

For instance, my students realize that they cannot understand their profession in the 21st century if they do not understand how public relations originated. Its origins—more than a century ago—affect how society sees the profession today.

The secret is not to overwhelm the principles class with so much history that students are robbed of understanding how to define public relations and how the industry manifests itself globally. But rather, the balancing act is to infuse the classroom with enough history to add context to the definition and the international expansion.

In addition to the principles class, I bring history into Communication Research, particularly when we talk about the significance of surveys and polls. We talk about the history of political polling and the mistakes made as a way of teaching them how to construct scientific surveys that are both valid and reliable. When we discuss the IRB

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Teaching journalism history with digital sources



Jonathan Daniel Wells
University of Michigan

Not long ago, college faculty teaching journalism and communication history had precious few sources on which to draw. Offering undergraduate or graduate students visual representations of early American periodicals required an actual hard copy to be passed around or a visit to the campus library, where microfilmed newspapers and magazines or delicate copies in the archives provided the best opportunities to let students experience publications of the past.

However, thanks to the vast digital archives available on the web, journalism history students can see in full color and in the original format an amazing array of periodicals. Many of us who teach journalism history are well aware of long-standing series available online, such as

the American Periodical Series (digitized largely from microfilm copies) and Newspapers.com, which offer searchable access to hundreds of magazines from the 18th century onward, as well as internet sites presenting individual publications like The New York Times, Harper's Magazine, and Godey's.

While researchers and teachers are familiar with such sites, there are dozens of other web sites that have digitized more obscure periodicals, including ones from the American South and West. For advanced undergraduate and graduate courses, faculty may wish to bring students' attention to the fact that magazines and newspapers were widely available to subscribers outside of metropolises like New York, Philadelphia and Boston.

In fact, students may be surprised to learn that a range of literary, scientific, religious and educational periodicals were available to Americans of all classes as early as the 17th century, a fact

underscored by postmasters' archives that recorded which periodicals passed through their offices.

Such records show that late 17th-century Bostonians purchased periodicals published in Philadelphia and Charleston; antebellum southerners subscribed to northern publications even as sectional hostility escalated in the 1850s; and the latest crop prices spread quickly via early 20th-century financial newspapers.

Alas, few of these postal records are easily available on the web yet, but as more manuscript documents are digitized, communication and media history students will be able to appreciate the ease with which information spread throughout America.

While teachers and students await the digitizing of postal records, valuable websites already offer readers full color versions of the periodicals themselves. Some of these are available only through

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Access to courses key challenge for mass comm history students



Willie Tubbs
University of Southern Mississippi

As a graduate student, I am predisposed to general discontentment. The reading, writing and lack of sleep are great conduits to cynicism.

When faced with penning a commentary about the challenges faced by mass communication history educators, I reached deep into my cauldron of grievances but couldn't find so much as a cavil or quibble, much less a hard-sought jeremiad.

My thesaurus running thin, I had a moment of clarity.

I struggled because I was looking for fault in what I had experienced rather than what I had not.

At both Louisiana College and Southern Mississippi, I have been taught by wonderful media historians—Dr. David R. Davies, Dr. Vanessa Murphree and Dr. Mike Trice.

My preconceptions have been challenged, my work ethic has been tested and my knowledge has grown to levels I thought impossible. I have been shown a path toward creating useful and publishable studies and have been well positioned to land my dream job.

I have lacked nothing in these media historians' classrooms, save actual time in their classrooms.

In my nearly 200 hours of courses in pursuit of a bachelor's, master's and doctorate, I have just 12 hours of media history coursework, and six of those were independent studies.

Thanks to wizardry by the aforementioned scholars and acquiescence by history departments at two schools, I have taken many more hours of history and mass communications courses that have buttressed my scholarship.

Still, I wonder how much stronger I might have been with more time in the classroom.

Regardless of discipline, scholars and students have gripes about course offerings. There never seems to be an ideal balance between practicum and theory.

I understand and support the notion of focusing on skills classes in mass communication. These are what most students enroll for. Would students be harmed if a university set aside more time for history?

I do not pretend to understand the intricacies of curriculum design, but I feel mass communication history is often an afterthought. Squirreling away history courses for students like me, who are perhaps a little too into history, cheats our wing of mass communication of a broader collection of perspectives and deprives mass communications generally of practitioners who not only understand how to operate in a society but how

Continued on page 13

Do it anyway

Continued from page 11

process and its importance in protecting human subjects, we watch a movie called “Miss Evers’ Boys,” and the story captivates them. It’s a good movie about a bad experiment and the devastating consequences. We also examine Stanley Milgram’s study and the Stanford prison experiment.

Communication students are taught how best to conduct experiments by learning what not to do. If they learn the history of unethical experimentation, they will not be as likely to repeat it, as Edmund Burke would say. Additionally, these historical anecdotes bring the pedantic IRB process to life and give it meaning and perspective for researchers in training.

PR Principles and Communication Research classes make it easy to study history as one aspect of the course, but I attempt to weave it into all my courses. For instance, in Public Relations Writing, I talk about the evolution of the craft as a way of understanding what journalists want in our copy. We adapt ourselves to the various outlets and to dynamic technology. Knowing how practitioners modify their techniques to meet market demands involves understanding the evolution of American journalism.

Additionally, I have taught a course in The Political Rhetoric of Film, and we focused on great political episodes in U.S.



A doctor injects a placebo into a subject during the controversial Tuskegee Syphilis Experiment, which was portrayed in “Miss Evers’ Boys.”

history that impacted our language, such as Watergate. The Nixon scandal gave new meaning to the words “smoking gun,” as well as an exhausting new suffix—“-gate”—that is abusively overused. This was a course on rhetoric and politics, but it was important to study those two things in conjunction with history.

Someday soon, I hope to teach a course titled Media History, but do not worry about me for now, because my students are asking me to do so.

Digital sources

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subscription services such as Archive of Americana (Readex) and African American Periodicals (Accessible Archives).

Many of the most interesting websites for teachers are available gratis, though, and many of these also offer students a chance to examine lesser-known periodicals. The Library of the University of South Carolina, for example, has [digitized copies of The New South](#), a small, four-page newspaper published throughout the Civil War from Union-occupied Port Royal.

The University of North Carolina’s online exhibit [Documenting the American South](#) presents dozens of newspapers and magazines originating in that region, demonstrating the widespread nature of publishing, editing and reading outside the northeast.

Every month, more periodicals are added to the vast numbers already available as teaching resources. No longer reliant merely on microfilm, faculty teaching journalism and communication history can now utilize online archives to show students the vast extent of newspapers and magazines available from the nation’s earliest decades.

Access

Continued from page 12

this society came to exist and what role the media played in creating it.

I often equate mass communication history to math. Owing to fear or past failures, many are convinced they stink at one or both, when in reality they have not given, or in some cases been forced to give, either field an honest try under competent and passionate professors.

Universities require students to take at least one math class and offer ample additional courses for those who discover a passion.

The colleges and schools charged with oversight of mass communication might or might not require a mass communication history course, and few feature exhaustive course

offerings.

Potential historians never emerge because many students don’t realize our field “is a thing.”

We come from high schools where mass communication history was likely neither offered nor woven into traditional history.

We reach an undergraduate program where, if we are lucky, we will take one mass communication history course. Then we are off to graduate programs that might or might not offer additional courses.

If we find our passion in these fleeting moments, and I am thankful I did, we might seek out a quality PhD program and begin to contribute to the field.

More likely, I fear, we tend to follow other avenues, leaving our own talent dormant and the field worse served.

Student presenters become stalwarts, officers



Betty Houchin Winfield is Curators' Professor Emerita at the University of Missouri. A member of AJHA since 1988, Winfield was the first recipient of the Award for Excellence in Teaching (2008).

Many AJHA longtime stalwarts began as first-time presenters of their mass media history seminar papers. My Missouri graduate classes used concept explication as a focused way to seek patterns, find unifying themes and explain characteristics in mass media history. Here is why and how such an approach worked.

The advantages were many: it encouraged analytical thinking about broad abstract ideas or guided general principles, offered a new approach for graduate students who had an undergraduate media history class, kept the professor fresh and enthusiastic, and added to the mass media history field. Even in undergraduate survey classes, this approach gave students an overall media history theme and focus.

The particular concepts I used changed annually and involved media actions, societal values and journalistic goals. They included "expression versus suppression" during the bicentennial of the Bill of Rights, "political correctness,"

"creativity," "entrepreneurship," "professionalism," "objectivity versus subjectivity," "humor" and the "hero" designation. This "handle" could help examine the media.

The classes began by explaining a particular concept via relevant sociology, philosophy, political science or legal literature. The concept was applied throughout a chronological media history examination and utilized for the students' final papers. Their research would then be submitted to AJHA or other conferences. For many Missouri graduate students this was their first conference experience.

Decades ago, AJHA allowed thematic panels of student research papers. The 1994 Roanoke conference included one such panel, "The Hero Concept and the Mass Media." The hero concept was timely because of the lingering O.J. Simpson trial news emphasis on the fallen hero. In addition, the hero concept had been personal for me.

During my previous summer drive

from Missouri to Seattle, I followed as much as possible the Corps of Discovery trail from the mouth of the Missouri River to the Pacific Ocean. As I listened to tapes of the Lewis & Clark journals, I gave considerable thought to the hero concept from a historical perspective.

That fall, Missouri media history students read not only particular historical studies but also excerpts of Joseph Campbell's "A Hero with a Thousand Faces," Thomas Carlyle's classic "Heroes, Hero-Worship, and the Heroic in History" (1841), and later Daniel Boorstin's chapter, "Hero to Celebrity: the Human Pseudo Event" in "The Image" (1961), as well as readings from other fields about the hero concept and the mass media.

I mistakenly thought that graduate students would want to know how the press reacted to Lewis and Clark's amazing feat. Instead, they wanted to test the hero concept via media coverage of other historical notables, such as Sam

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Earnest Perry, Caryl Cooper and Fred Blevens attended their first conferences as Winfield's students in the 1990s and were among several AJHA members honored for long-time membership at the 2015 convention. *Photo by William Huntzicker*

Not an outsider: OKC convention made student feel welcome



Hannah Watkins is a master's student at Wichita State University

I stood shaking at the podium. My knees felt wobbly. I could feel my palms sweating. The countless times I had painstakingly practiced my presentation with my notecards and PowerPoint went out the window.

"This is it," I remember thinking. "They will

never forget the girl that forgot her presentation. This is the end of my academic career."

I had driven two hours and 37 minutes south from Wichita to arrive at the Skirvin Hotel in Oklahoma City. It was my first research conference in my academic career, and it felt like a terrifyingly intimidating one, at that. Historians? The title alone seemed to me to represent people with intelligence levels far above my own.

I took a deep breath, looked down at my note cards again, and plunged ahead. My research, which had blossomed from a historical research class taught by Lisa Parcell, centered around the "Dear

Abby" and "Ann Landers" columns. Comparing questions asked by readers in the 1960s to those in the 1980s, I had uncovered several common themes that seemed to be representative of the time periods. For example, questions in the 1960s asked by readers primarily centered around appropriate etiquette and appearance. Questions asked in the 1980s were more issue focused. I knew my research was broad in scope; in fact, I felt it was the primary weakness of the piece. This made me more nervous to present it to such intimidating leaders of the field.

As I continued my presentation, I remembered thinking, "Maybe I can do this." The flow of my words felt easier, and I felt more confident as the seconds ticked by. As I neared the end of the presentation, I could feel my heart rate increase in speed again. "Would I even be able to answer their questions? What if they ask me something I don't know? What if they embarrass me at my very first academic conference?" I started to dread the question and answer period of the presentation as soon as I found out my research had been accepted to the conference.

My fears were completely unfounded. At the end of my

presentation, I was greeted with warm applause and encouraging remarks. Audience members were asking me questions because they were interested in my research, not because they wanted to embarrass me. These historians weren't out to get me or make a fool of me; they were excited I was there.

At the conclusion of the session, several attendees informed me of their interest in my topic, as well as encouraged me to continue working in history and furthering my research. Throughout the rest of the conference, I was encouraged by many of the historians around me. By the last day of sessions, they had made me feel like I was one of them.

As a novice researcher, it's easy to become discouraged. However, I felt invigorated in historical research after visiting the conference. I expected my trip to Oklahoma City to be stressful. I expected these seasoned researchers and writers to treat my research as insignificant, inadequate, or even worthless. Instead, I was met with warm encouragement, well wishes, and helpful ideas.

I came to Oklahoma City and AJHA feeling like an outsider, but I left feeling like I belonged.

Student presenters

Continued from page 14

Houston, Berle Markham and Ernest Henry Shackleton, and even the magazine *Godey's Lady's Book* coverage of "heroes/heroines."

Those papers were accepted for "The Hero and Mass Media" panel for the conference. The dean agreed to pay travel and lodging expenses for these beginning scholars, mostly master's students, to go to Roanoke where I would moderate the panel.

What seemed so simple was not to be. We would meet at the early Saturday afternoon conference session. That Saturday morning I left D.C. National (now Reagan) and raced to the plane just in time to be seated as the door closed. As the plane taxied, I panicked when the flight attendant

announced that we should be in *Philadelphia* on-time. In this pre-cell phone era, I was horrified! Fortunately, I was able to fly back to D.C. where I was put on the next Roanoke flight.

Arriving late, I faced five "deer-in-the headlight" students who had already started paper presentations without a moderator but who would demonstrate their fine work.

That memorable experience became part of the lore about early Missouri student attendees. Even a few Missouri undergraduates had subsequent AJHA paper acceptances; at the 2002 Nashville conference, one of the first AJHA undergraduate paper presenters used the humor concept to explain Bill Mauldin's World War II cartoons as critical wartime humor.

AJHA members were so gracious to the newbies that these concept-driven history scholars subsequently became conference regulars. After surviving their first paper presentations, many became active members and officers.

Latin American literature, history inspired research



Vanessa Freije
University of Washington

Margaret A. Blanchard 2016 Dissertation Prize

Winner

Vanessa Freije
"Journalists, Scandal,
and the Unraveling
of One-Party Rule in
Mexico, 1960-1988"
Advisor: Jocelyn
Olcott, Duke

Honorable Mentions

Brian Shott
"Mediating America:
Black and Irish Press
and the Struggle for
Citizenship, 1870-
1914" Advisor: David
Brundage, California-
Santa Cruz

James West
"Ebony Magazine,
Lerone Bennett, Jr.,
and the Making and
Selling of Modern
Black History, 1958-
1987" Advisor: Eithne
Quinn, Manchester

I came to the study of Mexico through my experience living near the U.S.-Mexico border. Spending my adolescence and early adulthood in San Diego made the inextricable ties that unite the two countries clearly apparent to me. When I began my undergraduate work at the University of California-San Diego, courses on Latin American history piqued my interest in understanding Mexico beyond its border.

My curiosity about the political roles of Mexican journalists and intellectuals began in my Spanish literature classes. I noticed a pattern emerging from my course syllabi: Well-regarded Latin American novelists appeared to exert considerable political influence within their home countries. Rather than remaining ensconced within literary circles and cultural centers, many authors entered the halls of power, serving as cabinet members or running for office.

Prominent examples included Mexican novelist Carlos Fuentes, who acted as a close advisor to President Luis Echeverría (1970-1976); Peruvian writer Mario Vargas Llosa, who launched an unsuccessful presidential bid in 1990; and Colombian Nobel Laureate Gabriel García Márquez, who held a prominent advisory role within the United Nations Educational, Scientific and Cultural Organization in the 1970s.

Authors further had an important voice in the Latin American press, regularly contributing columns, interviews or long-form articles. Because of the fluidity of journalistic genres, their opinion pieces could be read as hard-hitting news.

Encountering Latin American newspapers made me want to study journalists themselves. Mexican reporters frequently transitioned between public office and newsrooms. In contrast to U.S. journalists, who increasingly professionalized and renounced political ambitions, mid-century Mexican reporters appeared actively engaged in politics.

When I began graduate research at Duke University, I learned that many scholars saw the close relationships that existed between Latin American writers and politicians as evidence of the corruption of the press and its cooptation by political power. This narrative was particularly pronounced in the historiography on Mexico, where the Institutional Revolutionary Party (referred to by its Spanish acronym, PRI), monopolized power for more than 70 years (1927-2000).

Unlike the military dictatorships that dominated much of Latin America during this period, the PRI ruled primarily through cooptation of the opposition and political patronage to workers and peasants. Many scholars argued that journalists and cultural elites undergirded PRI hegemony through their acceptance of bribes or cushy government positions.

However, the prevailing scholarly wisdom conflicted with the quite combative articles I had encountered in the pages of Mexico City newspapers and magazines of the 1960s and 1970s. Journalists frequently attacked government corruption and called for an end to one-party rule. Recognizing that

*"Encountering
Latin American
newspapers made
me want to study
journalists
themselves."*

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Latin America

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reporters enjoyed some latitude for criticism, despite myriad forms of government pressure, I wished to better understand the role that journalists played in shaping dissent during the waning decades of PRI rule.

After a few exploratory summer research trips to Mexico, I received funding from the Fulbright-García Robles fellowship to conduct one year of research in Mexico City. There, I worked in the archives of the political intelligence agency, the Federal Security Directorate, where I found spy reports on press coverage and surveillance of journalists.

I also conducted 30 interviews with reporters and public officials active during the 1960s through the 1980s, including chronicler Elena Poniatowska and

former Mexico City Mayor Manuel Camacho Solís.

Through these conversations, I was granted access to a number of journalists' and public officials' personal archives, which contained previously unexamined materials such as leaked documents and correspondence from readers. Triangulating these sources, I found that, by exposing political scandals, journalists exerted considerable influence on public debate and political culture, and they even contributed to divisions within the ruling party itself.

Vanessa Freije is an Assistant Professor of International Studies at the University of Washington, completing a post-doctoral fellowship at Dartmouth College. In addition to the Margaret Blanchard Prize, which will be presented in October, Freije received the Latin American Studies Association Mexico Dissertation Prize for her research.

Abrahamson ends tenure as dissertation award chair



Erika J. Pribanic-Smith
University of Texas at Arlington

This year marks the 20th that David Abrahamson has chaired the Margaret Blanchard Dissertation Prize Committee, and it will be his last.

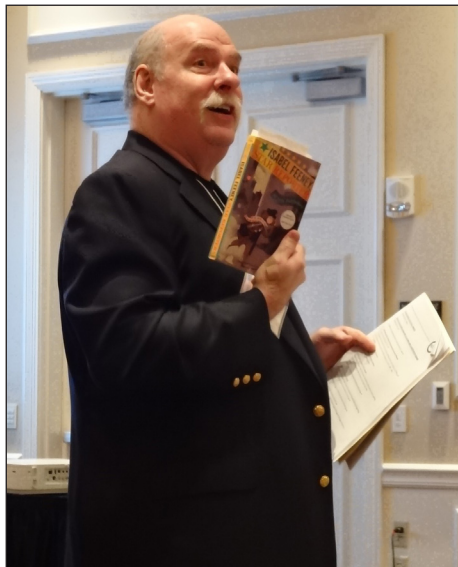
Abrahamson is the first and only person to have chaired the committee.

"Back in the mid-1990s, a number of us felt that organizing a doctoral dissertation prize would add a bit of professional lustre to AJHA's credibility as a learned society," Abrahamson said. "I was honored when the board saw fit to appoint me as chair."

Abrahamson described his work as a labor of love.

"Mostly, it has been inspiring to see how impressive the work has been of new media historians coming into the field," he said.

Abrahamson noted that nearly two dozen AJHA colleagues have served on the Blanchard Prize Committee



Abrahamson discusses a book written by a previous dissertation award winner at the 2015 Blanchard Prize presentation. Photo by Erika Pribanic-Smith

during the past 20 years, reading and evaluating entries. Some have provided extra service as jury chairs.

"They have all been a joy to work with," he said.

President Pete Smith said the organization gives Abrahamson deep-hearted thanks for a job well done.

"In his hands, the Blanchard Prize

has become one of the most coveted prizes for up-and-coming media history scholars," Smith said.

Abrahamson will pass the mantle to Jane Marcellus.

"On behalf of AJHA, I congratulate Jane on this important and distinguished appointment," Smith said. "If her scholarly output is any indication, she is an excellent choice and will be able to pick up where David left off."

Abrahamson said Marcellus is a superb scholar, a gracious colleague and a dedicated member of AJHA.

"It is great to know that the Blanchard Prize Committee going forward will be in good hands," he said.

Marcellus said Abrahamson is a hard act to follow, but she has been shadowing him for the past year and feels confident she is up to the task.

She said she has loved working on the dissertation prize committee.

"Judging the contest gives committee members a chance not just to see the winning entries but also the range and depth of work being done in this field," Marcellus said.

Making “Picturing Texas Politics: A Photographic History”



Patrick Cox (with his dog Mars)
University of Texas (emeritus)

My friend and colleague Chuck Bailey and I have a longstanding mutual interest in politics, particularly Texas politics.

As the late Texas Senator Lloyd Bentsen Jr. said in 1970 after a divisive, mud-slinging campaign against incumbent U.S. Senator Ralph Yarborough, politics in the Lone Star State was a “contact sport.”

Many observers and pundits today often state that this “sport” has reached new depths of derogatory and inflammatory discourse. Along with the vitriol is the massive exposure through the ever-present photos, tweets or embarrassing videos that appear ad nauseum on social media.

Some say that this is merely a reflection of the lack of propriety and ill-mannered society in the media-absorbed culture in which we live today. From the historian’s perspective, while we may have many more images and statements than ever (both outrageous and humorous), these are part of our expanding political history.

But this is really not a new phenomenon. As we look through photographs dating back to the 19th century, we should realize that politicians and how they were portrayed often created a vitriol based on an aroused citizenry and controversial events of their eras.

The idea for many historical publications often emerges after some meaningful exchanges between friends and colleagues. In this case, Bailey, a well-known attorney and veteran of state government, had been collecting photos for many years. He did an amazing job in perusing archives and museums to locate some of the rare photos that appear in the volume. With my participation and constructing the narrative, we realized that this would be a worthwhile endeavor: to present a photographic history with the

focus on iconic and entertaining political leaders from Texas.

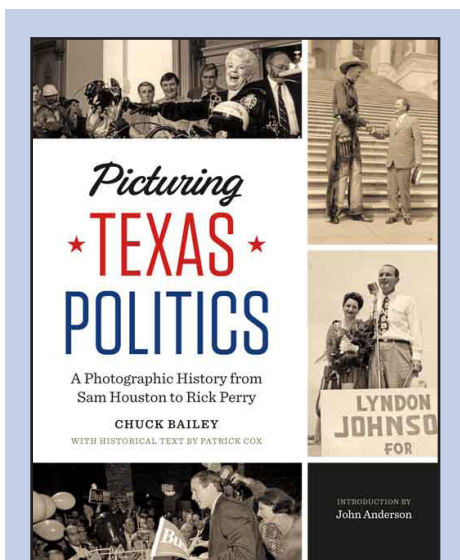
Also, we enlisted John Anderson, the Preservation Officer of the Texas State Library and Archives Commission. His extensive archival and photographic knowledge provided additional technical expertise. Thanks to the interest and support from our friends and editors at the University of Texas Press, we assembled and published in 2015 a critically acclaimed book “Picturing Texas Politics: A Photographic History from Sam Houston to Rick Perry.”

To begin with, we only have a written account of the state’s earliest history from the Spanish and Mexican colonial era through the Texas Revolution and early statehood. While Joseph Nicéphore Niepce created the first photographic image a decade prior to the 1836 Texas Revolution, no photographs from the Texas colonial or revolutionary period exist. We can only visualize Sam Houston signing the Texas Declaration of Independence with his famous, “I am Houston.”

No photographic images exist of William Travis, James Bowie or David Crockett fighting and dying at the Alamo. A shadowy 1849 daguerreotype of the battle-scarred Alamo chapel provides one of the first pictures of the historic shrine and one of the earliest known photos in the state. Images of Houston, who became the most dominant political figure in the state, began to frequently appear as he pursued his political career in Texas and at the national level.

Beginning with the era before the Civil War and the decades that followed the great American conflict, photographs of Texas

Continued on page 19



“Picturing Texas Politics: A Photographic History from Sam Houston to Rick Perry” (University of Texas Press, 2015)

[Visit the book website](#)

Picturing Texas

Continued from page 18

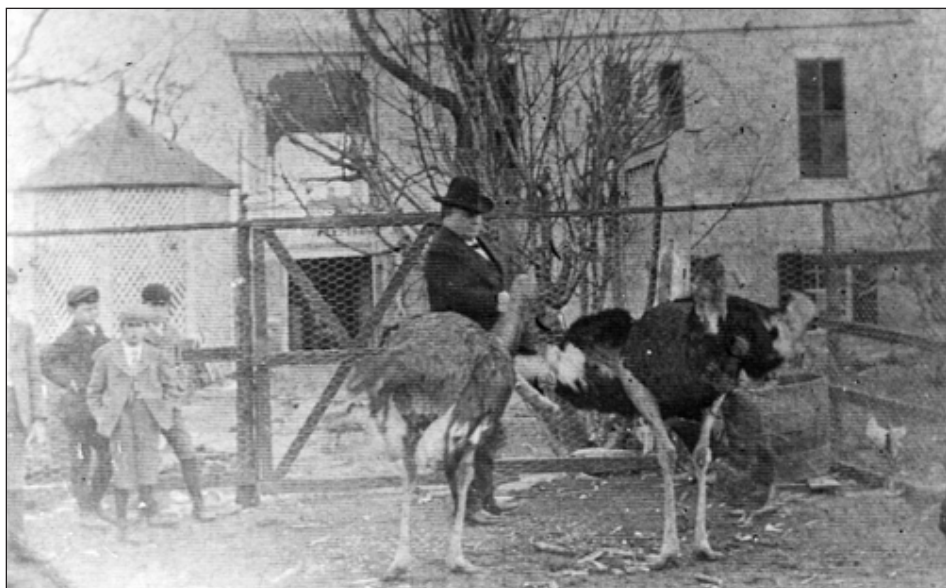
and Texans became a larger part of the historic record.

None were photographed more than Houston, the hero of San Jacinto. Houston became president of the Republic of Texas and a U.S. senator when Texas joined the Union, and he was elected governor on the eve of the Civil War. He remained a staunch Unionist and refused to take the Oath of Allegiance to the Confederate government when Texas seceded in 1861.

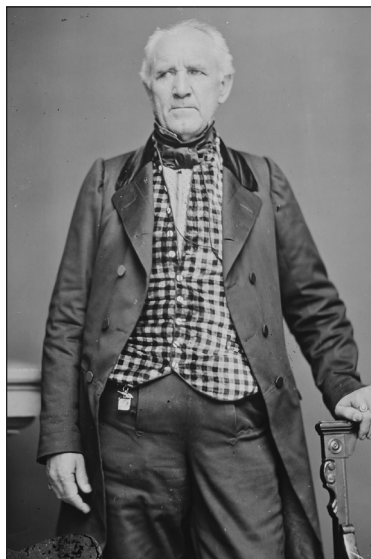
A flamboyant dresser and the best-known (and often reviled) Texan of his era, Houston enjoyed having his photo taken and distributed throughout the state—much to the chagrin of his critics. My favorite photo of Houston is an 1859 photo in which the silver-haired Texas governor is dressed in a silk scarf, polka dot shirt, checkered vest and an open, dark longcoat. He appeared prepared to take on his adversaries and pose for GQ. Houston understood, probably better than most politicians of his era, that he could preserve his legacy through photographs representative of his stature and personality.

The art and physical work involved in taking and preserving photographs in this early era was difficult. Photographers had to capture images, usually of individuals or small groups, on glass plates. These surfaces were coated with a syrupy substance that reacted to light. The early photographers of Houston and other individuals processed their photographs in darkrooms inside a studio if they were fortunate. Many used their own “darkroom” wagons, tents and other makeshift structures.

Presumably, most of these glass plate images have been lost over time. However, many are preserved in archives and studios



Gov. Jim Hogg had pet ostriches, Jack and Jill, which he attached to a harness and offered children rides from the Governor's Mansion in the 1890s.



Left: Sam Houston in a Mathew Brady photo from the 1860s. Right: Harley Davidson gave Gov. Ann Richards a motorcycle for her 60th birthday in 1992.



awaiting the adventurous researcher seeking these reflections of people and life during the 19th century.

Popular demand for photos increased dramatically as a result of the Civil War and into the twentieth century. As a result of this dramatic popular interest in photographs, the growth in the number of photographers, studios, and publication of photos in newspapers and magazines soared. The commercial photography business grew throughout the country as people, businesses and politicians began to

understand the impact that an image could provide to audiences both small and large.

For the historian, Texas presents many opportunities in the study of diversity and modernization. For me, the term “modern Texas” at times seems like an oxymoron—especially when Texas politics and elected officials are placed on center stage. With the explosive growth, urbanization, diversification and social change that took place in the 20th century,

Continued on page 20

Picturing Texas

Continued from page 19

we sometimes wonder if the capitol in Austin was encapsulated with an invisible shield that withstood the march of time.

A parade of entertaining, beguiling and often legendary characters passed through the stage of Texas political history during this era. Photography and news coverage highlighted the grandeur along with the outlandish behavior of our erstwhile public officials. Political careers rose like a rocket and went down in flames like a meteor, and thankfully much of this appeared in photos and later in film.

For better or worse, politicians realized

the benefits of photographs for promoting their own persona and skewering their opponents. Photographs of political leaders from organized parties and political movements became more available and popular as we moved into the 20th century.

As historians, this also made our decisions more difficult as we want to provide images that spoke to a message or theme but also provided historical context.

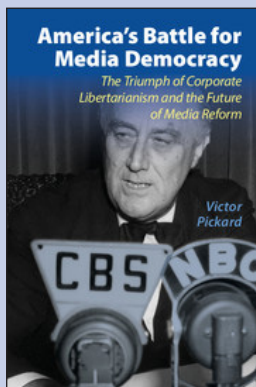
Scholars are always looking for new and appealing topics to publish and provide visual images. This was one of those efforts that I believe appeals to both a general audience and the more serious readers of media history and politics.



Cowboy Ralph Madsen and Sen. Morris Sheppard in the 1930s.

AWARD WINNING BOOKS

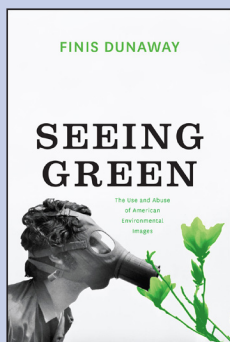
The following media history books will receive awards at the Association for Education in Journalism and Mass Communication conference this August in Minneapolis.



Frank Luther Mott-Kappa Tau Alpha Award

Victor Pickard, "America's Battle for Media Democracy: The Triumph of Corporate Libertarianism and the Future of Media Reform" (Cambridge University Press)

Finalists for the award included AJHA members W. Joseph Campbell, "1995: The Year the Future Began," and Teri Finneman, "Press Portrayals of Women Politicians, 1870s-2000s: From Lunatic Woodhull to Polarizing Palin."

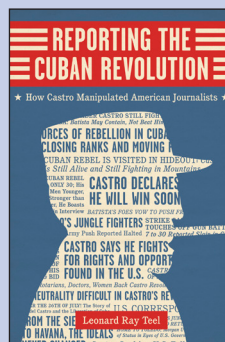


History Division Book Award

Finis Dunaway, "Seeing Green: The Use and Abuse of American Environmental Images" (University of Chicago Press)

Knudson Latin America Prize

Leonard Teel, "Reporting the Cuban Revolution: How Castro Manipulated American Journalists" (LSU Press)



Book Notes

David Abrahamson wrote a review of "Making News: The Political Economy of Journalism in Britain and America from the Glorious Revolution to the Internet" for an upcoming issue of the Business History Review.

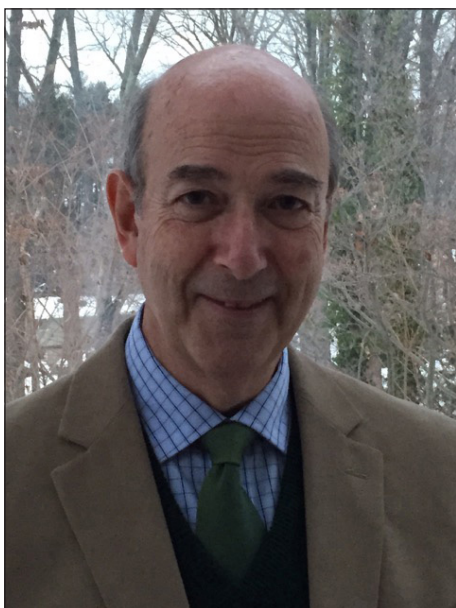
An expanded second edition of W. Joseph Campbell's media-mythbusting book, "Getting It Wrong," is to be published in the fall by University of California Press. The second edition will include new chapters about the first Kennedy-Nixon presidential debate, the "Napalm Girl" photograph and internet-driven bogus quotations.

Brian Gabriel's book "The Press and Slavery in America, 1791-1859: The Melancholy Effect of Popular Excitement" is now available from the University of South Carolina Press.

Jessica Ghilani received an NEH Summer Stipend for her book project, "Selling Soldiering: Advertising for US Army Volunteers since 1914," which is under contract with the University of Iowa Press.

Tom Mascaro is developing research for a book proposal on issues of "documentary truth." He also is developing the sequel to "Into the Fray," which will cover the NBC Washington documentary unit from 1967 through 1989, when all of the networks shut down their documentary units.

“Pulitzer's Gold”: The challenges of marketing a second edition



Roy Harris is a former longtime Wall Street Journal reporter and editor in the Economist organization, now semiretired.

Those who write journalism histories generally are happy when publishers select their books to be updated in a new edition. “It’s great,” as Maurice Chevalier said when asked how it felt to grow old, “considering the alternative.” But there are certain problems that face authors fortunate enough to have their works kept alive in new versions and pointed toward new audiences.

The biggest challenge—certainly one that confronted the second edition of my own “Pulitzer’s Gold”—is that book sections are reluctant to review second editions. “It’s near impossible,” my Columbia Press representative cautioned me when I mentioned my hope that my revised work could win fresh reviews that could help it build academic and general audiences. “It boils down to real estate; it’s tough enough to get a review for a new book.”

But what, I asked, about my new edition’s tie-in to the centennial of the Pulitzer Prizes? And the fact that the Pulitzer organization had dedicated all of 2016 to celebrating 100 years of great journalism? (My book does just that: focusing on the “stories behind the stories” of those who won the coveted Pulitzer for Public Service.) Columbia would send review copies and cover letters to the two dozen academic and general-interest reviewers I named. Don’t get my hopes up, though, my publicist added. “The only way to sway them is if there’s something significantly new and there are some newsworthy events that warrant the new material.”

The centennial would help with sales, but my new chapters wouldn’t be enough to persuade most reviewers to give my revised book another shot. “The real play,” he said, is in author-written features: “interviews, bylined articles, and even an author offering to review other books for them,” with the understanding that I’d be mentioned in the tagline.

That is the course I’ve taken with “Pulitzer’s Gold,” which in 2008 was reviewed by just about every academic publication, along with several newspapers. That was when the University of Missouri Press introduced the original book, then subtitled “Behind the Prize for Public Service Journalism.”

The strategy has paid major dividends,

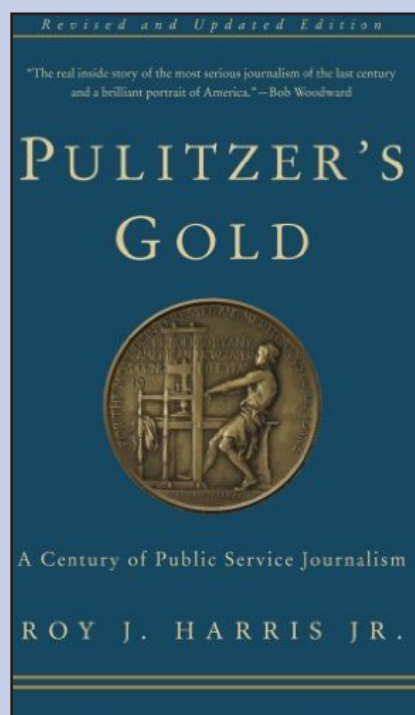
although I’ve missed the reviews. (In the five months since the new edition’s January release there’s been only one unsolicited review from Columbia Magazine. So far.) The Pulitzer Prize organization at Columbia University published my first chapter online, in two installments, when it relaunched [its website](#) early in the year. It then published a brief, but well received, memoir about how “Pulitzer’s Gold” came to be. Those three articles still get traffic on the site, which has had a growing following during the centennial year.

Then, the movie “Spotlight” won the Best Picture Oscar. That was a boost because “Pulitzer’s Gold” featured the backstory on the Boston Globe’s 2002 reporting of the sexual abuse of young parishioners by Catholic priests and the Church coverup of that abuse. (The Globe won the 2003 Public Service Pulitzer for that work.) I wrote several articles online about the movie, including one for the Poynter Institute’s online site, for which I’ve regularly written about the Pulitzer Prizes for a dozen years. All these publicity events also were dutifully recorded on the [Columbia Press website](#).

The April 18 Pulitzer Prize announcement itself was another boon. Not only did my Pulitzer preview article for Poynter call attention to the new edition, but National Public Radio interviewed me twice, both about potential prizewinners and about the Pulitzer centennial.

And indeed, the yearlong Pulitzer celebration continues to offer opportunities to discuss the book—on panels at journalism conferences and at libraries and book groups around the country. One, on Sept. 8, is at the Jesup Library in Bar Harbor, Maine, and is titled “**Bar Harbor: The Birthplace of the Pulitzer Prize.**” There in the town where press pioneer Joseph Pulitzer first dreamed up the idea of starting a prize system for journalism and arts and letters, I’ll join James McGrath Morris, whose book “Pulitzer: A Life in Politics, Print and Power” is considered Pulitzer’s definitive biography.

With each such program, of course, comes the opportunity not only for more book sales but also for additional press coverage, even if there’s no review. My last Pulitzer event of the year: a Dec. 6 event at New York City’s 92nd Street Y.



“Pulitzer's Gold: A Century of Public Service Journalism” (2nd ed., Columbia University Press, 2016)

[Visit the book website](#)