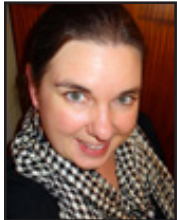




President's Column

Our future depends on saving journalism history courses



Erika J. Pribanic-Smith
University of Texas at Arlington

Three years ago, at the AJHA convention in Raleigh, I had a conversation with Frank Fee about a project his students had done that resulted in a public history exhibit on Civil War-era print culture.

Just a few months earlier, I had met at another conference a *high school student* Fee had mentored. Both of these encounters left me truly inspired.

I have had many such face-to-face conversations with other AJHA members over the years, and social media has provided an opportunity for moments of teaching inspiration on a regular basis. For instance, Michael Fuhlhage mentioned on Facebook a Twitter-based "Journalism History and Villains" assignment he gave his students, which I found fascinating.

When I relaunched the *Intelligencer* last year, I thought it was crucial to include a teaching column that would enable such inspiring teachers to share their experiences and ideas with all of our members. Fuhlhage wrote the inaugural essay in December, and Fee is featured in this issue (see page 8). Amber Roessner shared her work with students through the Ida Initiative in the spring teaching essay.

What all three of these teachers have in common is that they have been able to get students, both graduate and undergraduate, excited about media history. That's something every member of AJHA should strive for. In fact, advancing teaching in mass communication history is a crucial part of our mission.

One evidence of this mission is the set of teaching tools available exclusively to AJHA members on the AJHA website. (Go to <https://ajha.wildapricot.org/teaching> and log in with your AJHA username and password.)

Another proof is the National Award for Excellence in Teaching presented at the AJHA convention. In the fall 2008 *Intelligencer*, Barbara Friedman, then chair of the Education Com-

mittee, discussed the inaugural presentation of the teaching award to Betty Winfield.

"AJHA understands just how important top-notch teachers and mentors are to one's academic career," Friedman said. "It is the dedication of people like Betty that helps advance the study of journalism history and foster an enthusiastic cadre of teachers and young scholars."

As journalism historians, it is our duty to ensure the future of our field by sparking an interest in history among our students. Mentoring budding historians also ensures the future of AJHA. A large portion of our active membership became involved in AJHA because their teachers inspired them to do so as students.

In the past couple of years, however, submissions of research papers for the AJHA convention have slowly but steadily declined. Officers and Research Committee members have discussed potential reasons, and we'll be conducting a survey this summer to gain better insight on this issue.

We understand that decreasing travel funding and competition from other conventions may explain declines in faculty submissions, but part of AJHA's charm always has been its student-friendly atmosphere and efforts to make the convention affordable to students. Through informal discussion, we've surmised that a decline in journalism history courses may help explain why we've had fewer student submissions.

This is not a new issue. AJHA has been investigating it and working to combat it since the formation of the History in the Curriculum Task Force in 2005. That Task Force is now an official committee; current chair Gerry Lanosga writes about its activities in this issue's committee spotlight, on page 6.

Despite our best efforts, the problem is getting worse. A discussion among our members on the AJHA Facebook group earlier this year reveals that digital media and other more contemporary courses increasingly are crowding out history. Fred Blevens shared that when representatives of the Accrediting Council on Education in Journalism and Mass Communication visited Florida International University in Janu-



Photo by Don Bishop

Bernell Tripp was the 2014 recipient of the National Award for Excellence in Teaching. Nominations for the 2015 award are due July 15. (See page 3.)

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Intelligencer is the quarterly newsletter of the American Journalism Historians Association.

Content is produced by the Public Relations Committee and other members of AJHA.

Design: Erika Pribanic-Smith

Deadline for the next issue is Sept. 5. Submit stories or member notes to PR Chair Jodi Rightler-McDaniels at rightler@southcollegetn.edu or President Erika Pribanic-Smith at epsmith@uta.edu.

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

Research Essay

A database of Civil War readers



Ronald J. Zboray and Mary Saracino Zboray
University of Pittsburgh

On 13 January 1863, during the height of the Civil War, a Washington, D.C., patent office clerk named Horatio Taft wrote in his diary, now housed in the Library of Congress's Manuscript Division, about the abundant local supply of newspapers.

The first thing that I hear in the morning is the cry of the News Boys, "Baltimore Sun & Clipper," "Morning Chronicle," "Northern Battle." At 3 o'clock the "Star"....After the N York mail gets in which is about 6 o'clock, the boys run through the Streets crying "N York Herald, Tribune, and Times."

This excerpt, which captures the vibrant sights and sounds of urban news vendors, is but one of thousands of similarly vivid manuscript extracts that we transcribed for our database of Civil War-era reading practices.

We have been building this database for over fifteen years in our quest to find out about ordinary people's engagement

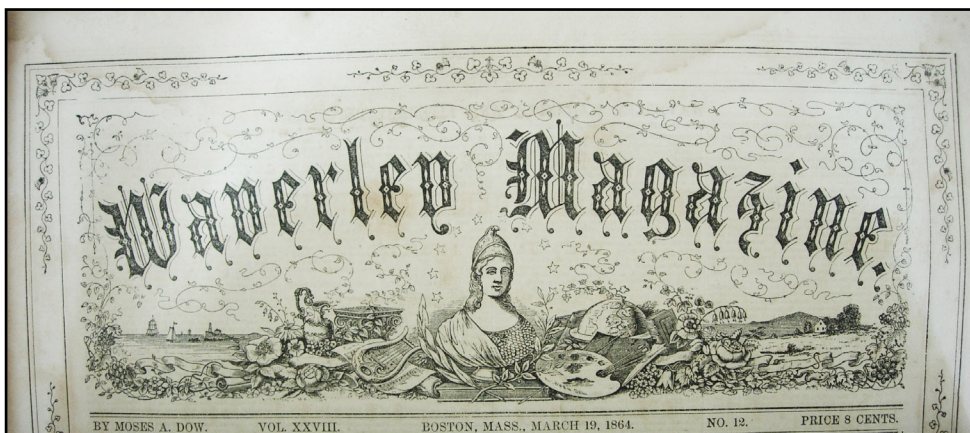
with printed materials during one of the most turbulent times in American history. Despite the growing mound of scholarship about the war, little has been written specifically about wartime reading, especially from the common reader's viewpoint. The most rewarding way to study readers, we have found, is to consult their diaries, letters, memoirs, commonplace books, and account books.

So, we have been visiting archives with our laptop computers to sift through personal writings for any references to reading they contained. We transcribed in WordPerfect everything relevant, even the briefest mention of a newspaper purchase or shortest of book titles.

A 2009 AJHA Joseph McKerns Research Grant funded time at the South Carolina Historical Society, where we transcribed fascinating excerpts from handwritten soldier newspapers and correspondence by women newspaper aficionados. Since many Civil War diaries have been published in hard copy or posted online, we have also transcribed from these, and, when possible, have imported digitized passages directly into our database. In all, material from 96 archives is represented.

In selecting materials to transcribe, we aimed for broad coverage. We consulted

Continued on page 3



Nameplate from *Waverley Magazine*, 28, no. 12 (19 Mar. 1864): 177. Owned and photographed by the authors.



Detail of Christian A. Fleetwood, undated, photographer unknown, Library of Congress (LC-USZ62-48685).

Research

Continued from page 2

the papers of an equal number of male and female inhabitants of all regions of the United States and the Confederacy and included materials by soldiers (mainly lower-level ranking) as well as civilians. Fifty-one percent of our diarists or correspondents came from the working class. We included Catholics, Jews, and members of other religious groups beyond mainline Protestant denominations, and we treasured whatever writings we could gather by African Americans and other ethnic groups. The diary of Mary Refugio Carpenter (Special Collections, University of California, Irvine), a Mexican American, contains nearly daily records of reading, which included the *Waverley Magazine* and Harper's.

We now have in our database extracts from over 5,500 diaries, letters, and other documents written between 1860 and 1866 by over 1,000 readers. That amounts to about 2.2 million words, making it the most extensive set of data on Civil War-era reading practices to date. To create our archive, we downloaded our material into a database for document control and coding. We then

constructed several relational databases that interact with the main file, including one of biographical records for each diarist or correspondent, and one for archival and bibliographical information. These help us quickly identify the author and source of any excerpt we want to analyze.

We can generate reports of the stored material through programming to list the information, for instance, chronologically, or by gender, age cohort, or state. For example, we sorted out all Massachusetts transcriptions and looked for unique patterns. One that stands out: a bias against New York papers and a loyalty to Bay State sheets. When we isolated material written by young people from the larger group, we located an emergent subculture that subverted, protested, or escaped the war through solitary reading.

As we write our book manuscript-in-progress we are searching for both national and local patterns. We can tentatively say that newspaper obsession took hold just before the war began in April 1861, but loosened, perhaps due to "news fatigue," after the major battles at Gettysburg and Vicksburg in July 1863. It also appears that Southern readers and soldiers on both sides of the conflict were more likely than Northeasterners to integrate belles lettres into their basic diet of newspapers. African-American Sergeant Major Christian A. Fleetwood, of the U.S. Colored Infantry, balanced novel reading (e.g., Hugo's *Les Misérables* and Dumas's *Count of Monte Cristo*) with scanning the weekly *Anglo African* or *Lincoln Herald*.

Our guiding questions are mostly concerned with readers' meaning-making. What did it mean for a soldier out in Virginia's wilderness to receive a paper from home? How did civilians react to daily lists of casualties in the newspapers? What did they think of the printed Emancipation Proclamation? We may never know for certain, but our database will at least provide a glimpse into readers' minds as they endured a long, disruptive, and print-saturated war.

Nominations due July 15 for teaching award

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:

- Curriculum vitae
- Statement of teaching philosophy (no more than 2 pages)
- A syllabus from a favorite mass comm. history-related course
- Sample assignment and/or 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 level):
 - Administrator (dean/chair)
 - Colleague
 - Former student (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?)

Postmark date for materials is July 15. Nominees also may be submitted electronically by that date. Send to:

Pete Smith
 AJHA 1st Vice-President
 P.O. Box PF
 130 McComas Hall
 Mississippi State University
 Mississippi State, MS 39762
 gsmith@comm.msstate.edu

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J-Lab director suggests rebranding journalism education for Millennials

Chandra D. Clark
Florida A&M University

In response to the latest findings of the Annual Survey of Journalism & Mass Communication, Jan Schaffer, director of J-Lab: The Institute for Interactive Journalism at American University's School of Communication, recently urged journalism educators to recast their missions.

"If I were to lead a journalism school today, I'd want its mission to be: We make the media we need for the world we want. Not: We are an assembly line for journalism wannabes," Schaffer told pbs.org last fall.

Researchers Dr. Lee Becker, Holly Simpson and Dr. Tudor Vlad presented the survey's most recent findings at the 2014 AEJMC Conference in Montreal last August.

Their findings indicate that the job market for recent journalism and mass communication graduates throughout the country has stalled, with bachelor's degree recipients reporting the same level of job offers in 2013 as in 2012, and the same level of success in finding work in communication.

The survey also found that master's degree recipients reported a bit more success in the job market in 2013 than in the year before, but that their median salary remained unchanged in 2013 from the previous year. Results also indicate that two-thirds of graduates reported satisfaction with their career choice, six out of 10 saying they were prepared for the job market and seven in 10 reporting their college course-

work had prepared them for the job market.

Although industry watchers agree that recent declining enrollments in journalism and mass communication programs throughout the country are not necessarily indicative of a long-term trend, Schaffer advised colleges and universities to reimagine the journalism degree, in light of the survey's findings.

"It's time to think about trumpeting a journalism degree as the ultimate Gateway Degree, one that can get you a job anywhere, except perhaps the International Space Station," Schaffer said.

To this end, among her suggestions for journalism and mass communication programs are embracing different, often emergent, types of journalism; offering media entrepreneurship courses; recognizing the "aspirations and social mindsets" of Millennials, who tend to highly value civic mindedness; and publicizing diverse types of success among alumni—not just the landing of jobs in traditional news organizations.

What does this mean for journalism historians? The survey's latest findings do not appear to bode well for communication history in the curriculum. Even as many journalism and mass communication programs increasingly scramble to remain up to date and forward-looking in response to an ever-shifting media industry, it seems likely that history courses may take even more of a backseat. Although it makes sense for programs to reimagine themselves in order to survive, embracing the future shouldn't come at the expense of the field's past.

Future

Continued from page 1

ary, the resulting report indicated that students had complained about how much history was included in the Introduction to Journalism course and recommended that the course be updated to reflect the digital age.

"Retooling a course that is part history and part contemporary thought might be appropriate except we have NO history course offering in our curriculum, and we do have more than a half dozen digital theory and practice courses," Blevens said.

Blevens noted that AJHA joined the ACEJMC about a decade ago to give history a voice.

"I don't recall at the time that there was any

overt dismissal of history, just a wink-wink attitude," Blevens said. "I do believe it now is overt and that we are in critical condition."

Chandra Clark further explores issues affecting history in the curriculum on this page.

Declining support for and overt attacks on history in the curriculum will be on the agenda when the AJHA Board of Directors meets in Oklahoma City this October. If you have any thoughts you'd like to contribute to this discussion, please reach out to any of the officers or board members.

Clearly, getting students excited about history is only part of the equation. We must work to make sure that we have opportunities to convey how exciting history can be. As Blevens asserted, we must save journalism history.



Photo from a Las Vegas Sun news clip, courtesy of Mike Murray

Barbara Cloud shares a moment with Las Vegas Sun Publisher Hank Greenspun (guest speaker), UNLV President Robert Maxson, and AJHA Vice President Mike Murray at the 1985 AJHA convention.

Donation honors former AJHA president's memory

AJHA has received a \$10,000 gift from Stan Cloud to honor the memory of his late wife Barbara Cloud, one of the organization's earliest members and its first female president.

Prior to beginning her academic career, Barbara was a reporter and editor at newspapers in Idaho and Oregon and worked as a PR consultant in Australia. She spent 26 years at the University of Nevada-Las Vegas as a professor and administrator and pursued research primarily on journalism on the western frontier.

Upon joining AJHA in its earliest years, Barbara immediately became heavily involved and made substantial contributions to the group's organizational structure.

Barbara served on the board of directors in 1982-1983 and 1987-1990. She served as vice president from 1983-1984 and president from 1984-1985.

She was the second editor of the *Intelligencer*, from 1987-1990, and also served as editor

of the AEJMC History Division journal, *Journalism History*.

As president, Barbara organized and hosted the fourth AJHA convention.

Barbara received AJHA's Sidney Kobre Award for Lifetime Achievement in Journalism History in 2005. She died in on Christmas Eve in 2009.

Stan said Barbara loved journalism history and especially AJHA. "It was certainly her favorite professional organization," he said.

Stan noted that Barbara attended AJHA conventions whenever possible and brought him along to a few. "I met many of your wonderful members and enjoyed the experience very much," he said.

Stan tasked the AJHA board with determining an appropriate use for the donation but suggested funding a research award or grant.

Written by Erika Pribanic-Smith with assistance from Mike Murray, Carol Sue Humphrey, and David Sloan

Member News & Notes

On June 1, Transaction Publishers released "Lincoln Mediated: The President and the Press through Nineteenth Century Media" by **Gregory Borchard** and **David Bulla**. Borchard was interviewed for the "Hearst vs. Pulitzer" episode of American Genius scheduled to air at 10 p.m. ET June 8 on National Geographic Channel.

Indiana University Press will publish "At Home with Ernie Pyle," edited with an introduction by **Owen Johnson**, in January. It is available for preorder at <http://tinyurl.com/Pylepreorder>.

Therese Lueck will retire from teaching on July 1. She said this year as interim director of the School of Communication served as a good capstone for her 26 years at the University of Akron.

Udall Center for Public Policy at the University of Arizona has awarded **Linda Lumsden** a fellowship to fund a semester release. She will conduct a cultural history of the so-called dissident press through the lens of social movement theory, connecting the black press, suffrage press, civil rights movement, peace movement, and other social movement media to the burgeoning trend in online digital activism.

Will Mari, a Ph.D. candidate at the University of Washington's Department of Communication, has taken a tenure-track, assistant professor position starting this fall in the communication studies program at Northwest University in Kirkland, Washington.

Pam Parry's talk at the Dwight D. Eisenhower Presidential Library about her book "Eisenhower: The Public Relations President"

appeared on C-SPAN's American History TV April 19. See her discussion at <http://tinyurl.com/ParryonCSPAN>.

The University of Central Arkansas awarded **Donna Lampkin Stephens** tenure and promotion to the rank of associate professor.

NPR's Radiolab interviewed **Mike Sweeney** about about censorship of the news of Japanese balloon bombs during World War II. Listen at <http://www.radiolab.org/story/fu-go/>.

Leonard Teel retired June 1 after 32 years at Georgia State University. LSU Press will publish Teel's book "Reporting the Cuban Revolution: How Castro Manipulated American Journalists" in December.

The University of Southern Mississippi School of Mass Communication and Journalism named **Willie Tubbs** the 2015 Ph.D. Student of the Year and Graduate Student Teacher of the Year. Tubbs also received the Dr. Arthur J. Kaul Endowed Scholarship.

Ken Ward completed his master's degree at Wichita State University and will begin pursuing his doctorate at Ohio University in the fall.

Julie Williams appeared on pledge breaks for Alabama Public Television June 1, talking about her family members who survived the sinking of the Titanic and showing memorabilia. APTV offered Williams's book "A Rare Titanic Family" as a premium with a pledge.

Member news for the fall Intelligencer is due by Sept. 5.

Committee Chairs

Awards

Mike Conway, Indiana

Dissertation Awards

David Abrahamson,
Northwestern

Book Award

Aimee Edmondson, Ohio

Convention Sites

Caryl Cooper, Alabama

Education

Pam Parry,
Eastern Kentucky

Graduate Students

Katie Beardsley, Temple
Ken Ward, Wichita State

History in the Curriculum

Gerry Lanosga, Indiana

Long-Range Planning

Amy Mattson Lauters,
Minnesota State-Mankato

Membership

Kate Edenborg,
Wisconsin-Stout

Nominations and Elections

Amber Roessner, Tennessee

Publications

Paulette Kilmer, Toledo

Public Relations

Jodi Rightler-McDaniels,
South College

Research

Michael Fuhlhage,
Wayne State

Committee Spotlight

History in the Curriculum Committee embraces challenges, opportunities

*AJHA has 13 committees that work throughout the year to keep the organization running. In each issue of this volume of the *Intelligencer*, we'll be highlighting a committee, letting members know who is on the committee and what the committee is doing. The goals are to keep members informed about what's going on in the organization and to offer more information on ways that members can get involved.*



Gerry Lanosga
Indiana University

Shortly after taking over as chair of History in the Curriculum, I heard two stories that frame the important mission of this committee. The first story came from Florida International University's Fred Blevens, who posted on Facebook about a re-accreditation visit by an ACEJMC site team. In its report, the team noted concerns raised by some students that the Introduction to Journalism course – FIU's only required course touching on journalism history – needed to be "retooled to reflect the digital age and the 21st century." As Fred pointed out, the FIU curriculum already has more than a half dozen digital offerings. He wrote: "We have one small thread left at my school, and I have a feeling it's about to get snapped."

The second story is, as broadcasters say, on a much lighter note. It came from my colleague Mike Conway at Indiana University. Conway accompanied a group of undergraduates to Chicago, where they visited newsrooms and heard from several speakers, including a very recent journalism school graduate and another mid-career graduate. Both were in digitally-focused news media jobs, but when one of Mike's undergrads asked them what they recalled as their most important experiences in college, both mentioned history. The recent graduate confessed that she didn't want to take her program's journalism history course but later realized how important it was. "Even though they are on the cutting edge," Mike said, "they felt it was important to put today's media in context with what came before."

Those two encounters, I think, reflect both the challenges and opportunities that

face those of us who work in journalism history. On one hand, there is what Jeff Pooley has called a "presentist bias" in American academia, including journalism and communications programs that privilege technology at the expense of history. But on the other hand, there are small victories when students like the ones Mike encountered come to the realization that our study of the past does matter.

On the History in the Curriculum Committee, our goal is to foster more of those victorious moments by promoting a continued and even expanded role for journalism history in university curricula around the country. To that end, the committee has been working on various initiatives over the past several years. Our specific goals include the following:

- Encouraging schools to offer media history courses.
- Articulating the arguments for why history is important. We would like to have a section of the AJHA website devoted to laying out our case.
- Assisting journalism historians in finding academic jobs by tracking departures of known media historians, encouraging institutions to replace historians with historians, and publicizing jobs that include media history. We are in discussions about how to implement one part of this – a job guide on our website.
- Developing collaborations with other history organizations and university history departments to raise the profile of journalism history.
- Using the Media History Exchange as a way to communicate with AEJMC's History Division and others interested in journalism and communication history.
- Continuing to develop the teaching and research resources available on the

Continued on page 7

Updates: New registration site, education chair, Twitter

Registration for the 2015 AJHA Convention in Oklahoma City will be on Wild Apricot, the same service that hosts the new AJHA website and membership system. The Board of Directors voted last month to use Wild Apricot in place of EventBrite (the registration site for the 2014 convention). Wild Apricot has all of the same registration features as EventBrite, but because AJHA already is paying for the membership service, convention registrants will not have to pay a separate service fee like they did with EventBrite. Convention attendees will be able to register beginning in July. More details will be emailed to members when the registration form goes live.

The Board of Directors has approved the appointment of Pam Parry as chair of the Education Committee as a mid-term replacement. Parry is an associate professor in the Department



Pam Parry,
Education
chair

of Communication at Eastern Kentucky University. A 2013 graduate of the University of Southern Mississippi, Parry has been an educator for more than 15 years and was named Teacher of the Year by an AEJMC interest group in 2009. Parry is a Lifetime Member of AJHA and has served as a member of the Public Relations Committee.

Thanks to the work of Membership Committee member Jennifer Moore, AJHA now is on Twitter. In addition to posting on the activities of AJHA, the new Twitter account will share posts of interest to journalism historians. If you're on Twitter, please follow @AJHASocial and encourage your followers to do the same.

Curriculum

Continued from page 6

AJHA website. These were updated and included on the revamped site, and we continue to be open to suggestions.

Working with me on these goals is a fine group of committee members: Beth Christian, New Haven; Kate Edenberg, Wisconsin-Stout; Peter Gloviczki, Coker College; Paulette D. Kilmer, Toledo; Elliot King, Loyola Maryland; Jane Marcellus, Middle Tennessee State; Jon Marshall, Northwestern (as my predecessor in the chair's position, Jon deserves a good deal of credit for the committee's agenda and work to date); Tom Mascaro, Bowling Green State; Selene Phillips, Louisville; Donna Lampkin Stephens, Central Arkansas; Bernell Tripp, Florida; and Kimberly Wilmot Voss, Central Florida.

I am pleased to be associated with this group and heading up a committee whose work seems to lie at the heart of what our organization is about. As we move forward on implementing our goals, of course, we will need your help as well. Please keep an eye out for a member survey that we will circulate soon to gather information about the current state of history in the curriculum. And feel free to contact me (glanosga@indiana.edu) or another committee member if you have ideas on how to meet our goals, if you have ideas for additional initiatives we ought to be pursuing, or if you would just like to join us in our work.

Blanchard Prize submissions due Feb. 1

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

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between Jan. 1 and Dec. 31, 2015. For the purposes of this award, a "completed" work is defined as one which has not only been submitted and defended but also revised and filed in final form at the applicable doctoral-degree-granting university by Dec. 31, 2015.

To be considered, nomination packets must include:

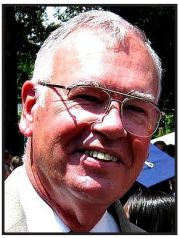
- (a) One copy of the complete dissertation in hard copy;
- (b) One digital copy of the complete dissertation on a CD;
- (c) Four copies each of the following items, with all author, school, and dissertation committee identification of any kind whited-out:
 - (i.) a single chapter from the dissertation [preferably not to exceed 50 manuscript pages, not including notes, charts or photographs],
 - (ii.) a 200-word dissertation abstract,
 - (iii.) the dissertation table of contents;
- (d) a letter of nomination from the dissertation chair/director or the chair of the university department in which the dissertation was written;
- (e) a cover letter from the nominee:
 - (i.) containing complete (home and work) contact information including postal addresses, phone numbers and email addresses,
 - (ii.) indicating a willingness, should the dissertation be selected for a prize, both to attend the award ceremony and to deliver a public presentation based on the dissertation at the American Journalism Historians Association Annual Convention Oct. 6-8, 2016 in St. Petersburg, FL.

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

Nominations, along with all the supporting materials, should be sent to: Prof. David Abrahamson, Chair, AJHA Margaret A. Blanchard Doctoral Dissertation Prize Committee, Medill School of Journalism, Northwestern University, 1845 Sheridan Road, Evanston, IL 60208. The deadline for entries is a postmark date of Feb. 1, 2016.

Teaching Essay

Student research becomes public history



Frank Fee
University of
North
Carolina
(Retired)

The things we can learn from our students seem endless, but a few have coalesced in some of my favorite and most successful classes over the years. They boil down to making the material and the work real.

No revelation, perhaps, but I come at that concept from several perspectives.

First off, in each history course, I taught historiography, not just history. The term papers – and other assignments – invariably have required original thought and research based on primary sources, so I’ve tried to get out of the textbook and into the archives as soon as possible. We don’t ignore the secondary literature, but an early foray into the primary sources can build enthusiasm, even excitement. That may mean bound volumes of publications, letters, diaries, or even the dreaded microfilm. The important thing is for students to see – even feel – the real deal.

Julie Hedgepeth Williams once shared an idea that makes an ideal introductory assignment. For less than \$50, I bought a random collection of 30 or so antebellum newspapers from Guy Heilenman at Timothy Hughes Rare & Early Newspapers (<http://www.rarenewspapers.com/>). Laying each paper out on the stage of our lecture room on Day 2, I invited students to buy a newspaper (at cost, less than \$5). This put history in their hands and with it the input for a five-page paper on what they saw in their newspaper – historiography and a critical-thinking assignment in one. AND, it got them writing early. Although this was a “there are no rules” assignment, I gave them a fairly extensive list of points they might want to consider (topics, layout, comparisons between

then and now, etc.). A little structure, especially at this stage, goes a long way.

Having real – and really old – newspapers in hand was a huge hit with students. One young man from the Washington, D.C., area picked a National Intelligencer and saw in it a prospectus for a plank road that now is the highway in front of his high school. He was so excited he called his parents to report the find.

Making it real also means making history personal. Archival research offers rich sources of personal insights from people who lived years ago. For instance, abolitionism takes on a new face when students see the extent of infighting among various factions whose periodicals and personal correspondence often show extreme hard feeling, not to mention pettiness, among people whose efforts frequently are simply conflated in textbooks as “abolition.” They become real people showing real passion and humanity students can relate to today.

Inherent to making the subjects become real through archival work is getting to the material in the first place. You may have access locally to extensive

holdings, but useful databases seem to multiply daily. Sources such as Accessible Archives, the Library of Congress’ “Chronicling America Historic American Newspapers,” ProQuest Historical Newspapers, and Readex’s America’s Historical Newspapers can give students primary, searchable material.

Also accessible are ephemera put online by individual institutions, such as Library of Congress holdings of a wide array of media, and family papers in special collections of universities and public libraries. In print versions, compilations of primary documents can be useful, too.

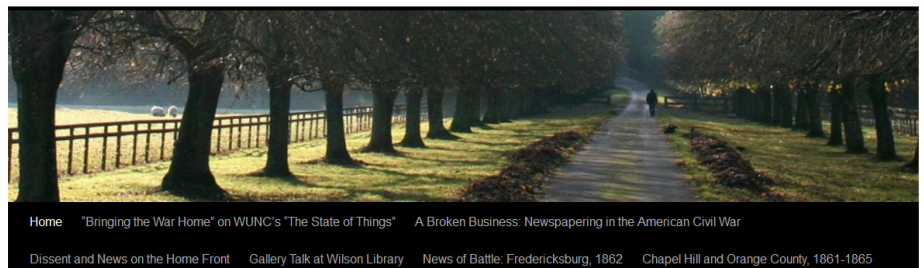
The choice of outcomes is key to making a course real. One can have students grind out lifeless term papers that they know will be seen only by you, or you can energize them with an honest-to-goodness project that finds a life and a home in either an institutional setting or on a class Web site that can be easily put up with WordPress. Technologically challenged? Don’t worry, students bring those skills.

A good starting point is to ask whether

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Bringing the War Home: News in Chapel Hill

An examination of news on the Civil War home front, 1861-1865.



Welcome to a history of the print culture in Piedmont North Carolina during the Civil War years.

Posted on March 8, 2011 by ffee

The four “chapters” of this examination were researched and written, using primary sources, by students enrolled in JOMC 242, Mass Media and U.S. History during the fall

News for Chapel Hill, 1861-1865

- “Bringing the War Home” on WUNC’s “The State of Things”
- A Broken Business: Newspapering in the American Civil War
- Dissent and News on the Home Front

A WordPress site (<http://jomc242.web.unc.edu/>) features student research papers from one of Fee’s media history courses.

Teaching

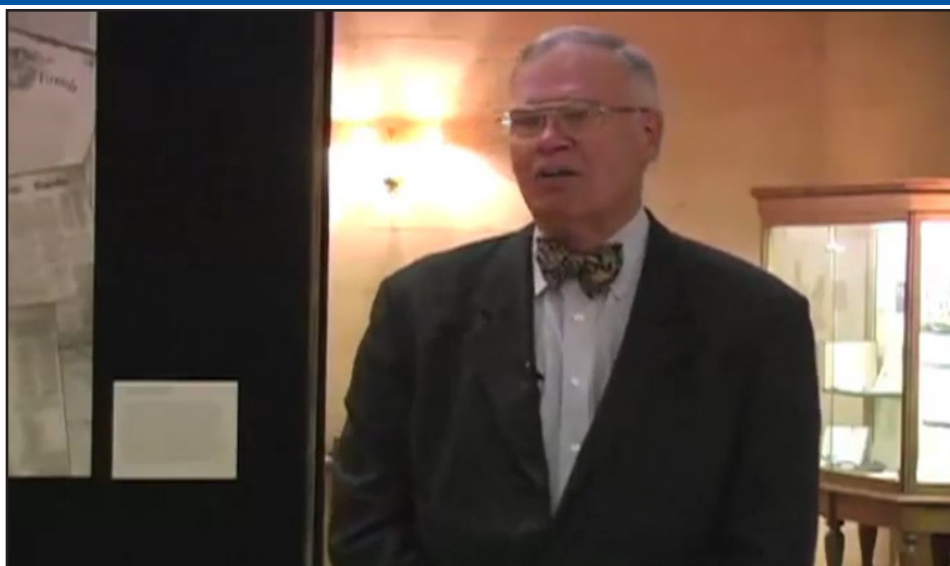
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your school's library or other unit – or a non-campus museum or history society – is interested in a student research team to explore a topic. Often, student work will be displayed for a time.

What began as a standard undergraduate introductory media history course took a dramatic turn one year when special collections librarians asked for some input for a sesquicentennial exhibit they were planning on the University of North Carolina and Chapel Hill during the Civil War. I'd been looking for a "real" project. Would the library be open to student research teams contributing to the media portion of the exhibit? Absolutely! The result was "Bringing the War Home: Chapel Hill's Print Culture, 1861-1865."

Even for bright and motivated students, venturing into the primary resources and making sense of them can be a challenge. I've had good results with group work within the overall structure. That way they can talk out the challenges and the successes. It's also an exercise in teamwork and team building that will be important for them when they enter today's workplace.

For "Bringing the War Home," my stu-



Fee gives a gallery talk at the UNC special collections library exhibit "Homefront on the Hill," some of which came from work Fee's media history students did.

dents could choose to join a class group writing a "chapter" either about the print culture of Orange County, N.C., in 1861-65; the business of newspapering of the period; getting the news during the war; news of battle (they chose Fredericksburg); or a catchall category to include news of dissent and any other themes of interest found in the ephemera. The semester yielded a special display case in the special collections library's "Homefront on the Hill" exhibit; a Web site that included each of the student papers; talks

at the special collections library and two local history societies on what the students found; an interview that featured two students talking about the project on statewide Public Radio; first-ever media history student participation in the annual UNC-CH undergraduate research celebration; a display of their research posters in the School of Journalism and Mass Communication for nearly a year; and a teaching award nomination.

A similar approach enlivened a special seminar for first-semester undergraduates. A teaching panel some years ago revealed that students responded enthusiastically when the sinking of the Titanic became a topic in various courses (e.g., crisis communication in a PR course – thank you, Karla Gower; layout and design in a news editing course – thank you, Mike Sweeney). Over several lunches, my colleague Barbara Friedman and I mulled the possibilities, out of which came "Thinking the 'Unsinkable': The Titanic and Media History," a wide-ranging survey of media at a moment in history.

Again, providing basic structure at the outset; being collaborative with students, individually and in teams; and offering lots of coaching, editing, and cheerleading paid off in the thrill of creating real knowledge.

Prospectuses and tip sheets available on request.

Archival connection provides student engagement

For a tutorial with a very bright high school senior, I was able to identify a series of letters in the UNC-CH's Wilson Special Collections Library. The correspondence from the son of a prominent local family during the Civil War traced the personal arc of experience encountered by many families. In late 1862, the young Confederate volunteer was enthusiastic, early on skylarking in the military adventure. But in early 1863 he reported qualms on hearing heavy artillery in the distance. A few more letters and it was July 1863: Gettysburg. A pencil-written note apologized for his penmanship. He had lost an arm and couldn't hold the paper still. Then in the family papers we found a small piece of paper folded into a smaller square. The packet was empty. What had been in it? An accompanying letter from an Alabama military chaplain who'd stayed with the wounded explained that he was sending a lock of the young man's hair. He'd died of his wounds within two weeks of the battle.

At every step, these selected letters yielded myriad opportunities to discuss not merely events but culture (e.g., what losing an arm likely meant in terms of Civil War medicine; how locks of hair were important in the 19th century). I may have been substituting "culture" for "media" there, but the archival work provided rich opportunities for student engagement that connected.

Recently, she emailed: When are we going to publish? Not bad for a math major.

Student Testimonial

Ward: Get students involved



Ken Ward
Wichita State
University

When I began my graduate studies a few years ago, I was determined to start fresh. I had done a very good job of “just getting by” as an undergrad, and I saw better things for myself if I could only learn to connect with my work in a more meaningful way.

So I set out from day one to immerse myself in the grad student experience. In addition to working harder in my classes I sought out opportunities to get involved with the university and my peers. I joined study groups and attended out-of-class lectures. I tried to stay current on the literature beyond what was required of me for class.

The result, I believe, was a much more fulfilling academic experience than I otherwise would have had. It was not simply that I was learning bigger ideas or swimming with bigger fish than I had been as an undergrad, but rather that I had jumped head-first into the culture of graduate school and was benefiting from the heightened level of engagement.

Here, I encourage graduate students to take a similar approach to their involvement with AJHA. I did. I was overjoyed when my first paper was accepted to the conference (in New Orleans) and did my best to meet as many people as possible. The next year I really tried to throw myself into media history and absorb everything I could from

American Journalism. In St. Paul, I decided to volunteer a few hours of time with the Graduate Student Committee to try and become more involved, and I’ll be looking to meet even more people in Oklahoma City this fall as co-chair of that committee.

What I’ve just described is one of two fairly different approaches grad students can take towards membership in an organization like this. The other simply requires that a student submits papers to the conference and peruse the journal now and then. Both options involve interaction with our community, and as such they are both worthwhile.

But it’s just so easy, if you’re a grad student, to get more out of the experience. Reach out to other scholars in the organization for help and insight into a research project. Pore over the journal. If you can, come to Oklahoma City. And if you want an easy way to connect with other grad student members, consider getting involved with the Graduate Student Committee.

Of course, stepping up and becoming involved in an organization such as AJHA can be fairly intimidating to some, especially those just starting out. It can be pretty intimidating to meet, in person, those names you’ve seen on the spines of books and at the top of journal articles. So if you are a professor, adviser, or scholar with influence over a particular grad student, please don’t stop pushing after you get them to submit a paper for the conference. If they love media history, don’t let them just get their feet wet. Encourage them to jump in.



Photo courtesy of the UM School of Journalism and Mass Communication

Julie Williams and Patrick Cox record a video testimonial in the Promenade Foyer of the St. Paul Hotel during the 2014 AJHA convention.

Faculty Testimonial

Williams got pregnancy news, traffic ticket on AJHA road trip



Willie Tubbs
University
of Southern
Mississippi

At the 2014 convention in St. Paul, Patrick Cox conducted interviews with several long-time AJHA members while students from the University of Minnesota School of Journalism and Mass Communication recorded. Each issue of this volume of the *Intelligencer* will feature excerpts from these interviews, which will be posted in installments on the new AJHA YouTube Channel: [http:// tinyURL. com/AJHAYouTube](http://tinyURL.com/AJHAYouTube).

In the latest installment, Cox interviews Julie Williams of Samford University, who first participated in an AJHA event in 1992.

Just getting to the conference, which that year was held in Lawrence, Kansas, was an adventure for Williams, who travelled by car with AJHA stalwarts David Sloan and Leonard Teel.

“Leonard, I think, didn’t like to fly,” Williams said. “This was the excuse given. So we were going to drive.”

Williams, then a newlywed, learned on the trip that she had become pregnant, but she hadn’t yet shared the news with her husband.

“I was so excited,” Williams said. “I thought what a great thing to bring home to my husband.”

However, before Williams could deliver the good news, she had to decide whether or not to reveal her pregnancy to her AJHA colleagues or face the repercussions of a traffic citation.

“I’m driving the car and this cop pulls me over for ‘speeding’ (air quotes),” Williams said. “I still don’t believe I was speeding. I wanted to say, ‘Oh please don’t give me a ticket, I’m pregnant. I’ve got a new baby coming.’ But I thought, ‘Do I want this cop to know first and these strange men that I’ve never met or do I want my husband to know first?’ So I decided it was my husband, and I had to pay the ticket and take the hit on my insurance. So that’s what I remember ... Not many people know that. I don’t know if David knows that.”

To hear more AJHA anecdotes from Williams, view her full testimonial at <http://youtu.be/oLnqMqU7yhU>.

Book Essay

Stephens turns passion into book



Donna Lampkin Stephens
University of Central Arkansas

The best advice I can offer from the research process that ultimately resulted in my book, *"If It Ain't Broke, Break It: How Corporate Journalism Killed the Arkansas Gazette,"* is to find your passion and run with it — and be open to new projects you never imagined.

Too often, history research is pegged as dull, but I have found that if the scholar herself is passionate

about the topic, that passion will show through to publishers and, ultimately, readers.

I have been gratified by the response to my book, which actually began as a film project in 2005. A documentary filmmaker who was a graduate of the University of Central Arkansas journalism program came to my department to propose a partnership in order to secure grant funding for what would become *"The Old Gray Lady: Arkansas's First Newspaper"* (2006), a 90-minute film telling the history of the Arkansas Gazette, the oldest newspaper west of the Mississippi River when it died on Oct. 18, 1991. Because I had worked at the Gazette as a sportswriter from 1984 until the day the doors closed (and was crushed when the Old Gray Lady died), I was a natural choice to be asked to join the production team. And that is when my love of research started.

We delved into archives at UCA, the University of Arkansas and what is now the Arkansas Studies Institute, delighting in finding treasure troves of newspaper clippings, letters, diaries, dinner programs, magazines, cartoons, photographs and other items documenting the stories and individuals behind the Gazette.

I spent more money than I should have on copies, but I couldn't help myself. I thought I might need my own access to those materials. Who knew what new, exciting topic I might discover along the way for future study? Luckily, all of those archives allowed photography, and my digital camera got a workout. Today I have a file cabinet and computer full of such treasures, and a head full of possible future research projects.

We used the University of Arkansas's David and Barbara Pryor Center for Arkansas Oral

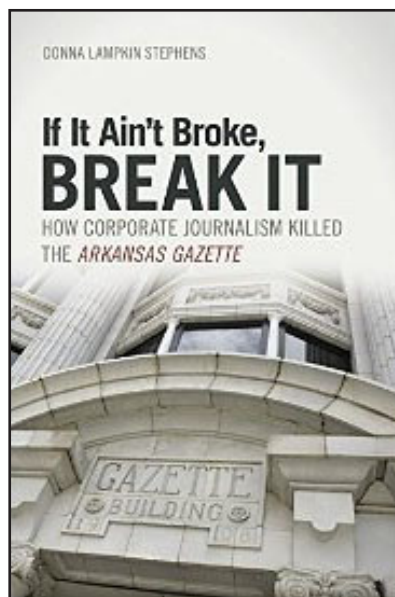
and Visual History, which in its inaugural project featured transcribed interviews with scores of people who had worked for the Gazette, some since the 1940s, several of whom were by that point no longer with us.

We read background material and used much of what we had discovered to guide us in doing videotaped interviews with about 30 people who had worked for and against the Gazette as well as Arkansas politicians of the era. The interviews ranged from one to four hours. The result was well more than 100 hours of footage, the vast majority of which couldn't be used in a 90-minute film. As with any such project, the hardest part was deciding what not to use.

But luckily, a couple of other projects resulted. One of the granting agencies, the Winthrop Rockefeller Foundation, asked for a second documentary film, a 30-minute piece on the Gazette's role in the Central High Crisis, aimed at school children. So we were able to use more of what we had already gathered.

And on Oct. 18, 2006, the night *"The Old Gray Lady"* premiered at the Clinton Presidential Center in Little Rock, my life changed. David Davies, who had been my colleague at the Gazette before beginning his academic career, told me he wanted me to come to the University of Southern Mississippi to work on my Ph.D. His final sales pitch was, "And we want your dissertation to be on the history of the Gazette." With all the research that we hadn't been able to

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AJHA at AEJMC

Matthew Cecil will receive the 2015 AEJMC History Division Book Award for *"Hoover's FBI and the Fourth Estate: The Campaign to Control the Press and the Bureau's Image."* Cecil will speak about his book at the AEJMC History Division business meeting, 7-8:30 p.m. Aug. 8.

Meg Lamme has two books in the running for AEJMC's Tankard Book Award. She is the sole author of *"Public Relations and Religion in American History: Evangelism, Temperance, and Business."* She also co-edited *"Pathways to Public Relations: Histories of Practice and Profession."* The edited volume includes chapters by Lamme, Cecil and Erika Pribanic-Smith. The Tankard Book Award will be presented at 3:15 p.m. on Aug. 6.

AJHA members with papers on the program in the History Division include Brian Carroll, Mike Conway, Michael Fuhlhage, Melita Garza, Nicholas Gilewicz (second-place student paper), Kevin Grieves, Nicholas Hirshon, Roger Mellen (second-place faculty paper), Gwyn Mellinger, and Jennifer Moore.

AJHA members participating as History Division panelists, moderators, and discussants include David Abrahamson, Sid Bedingfield, Kathy Bradshaw, Fuhlhage, Keith Greenwood, Kristin Gustafson, Berkley Hudson, Janice Hume, Elliot King, Carolyn Kitch, Tracy Lucht, Jane Marcellus, Mellen, Earnest Perry, Pribanic-Smith, Ford Risley, Carrie Teresa, Kimberly Wilmot Voss, Tim Vos, and Yong Volz.

Book Editors Needed

David Spencer seeks editors for a book series, *"A Cultural History of News,"* for which he is the general editor. He needs editors for volumes on Antiquity and the Early Middle Ages (500BC-350AD), the Medieval Age (350-1300), and Late Medieval, Reformation and Renaissance (1300-1600). Volume editors will write an introduction and recruit eight chapter authors. Bloomsbury International will publish the series. If interested, contact Spencer at dspencer@uwo.ca.

Dissertation award winner describes research process



Carrie Teresa
Niagara
University

The journey to the completion of my dissertation began like most great journeys do: sitting on my couch during a lazy Saturday night. Days before, my husband had tried to convince me to watch the Ken Burns documentary “Unforgivable Blackness: The Rise and Fall of Jack Johnson.” He knew I was interested in cultural history, and he was always looking for small ways to engage me in his love of boxing. On that Saturday night, I fulfilled his request and together we watched the documentary.

I was riveted by Johnson’s story, and I set out over the following months to learn as much as I could about him. At AEJMC in Chicago, my husband and I even snuck away from the conference and took the train to Evanston to visit Johnson’s grave. My personal fascination with Johnson culminated in a journal article published in *American Journalism*, which analyzed coverage in a selection of Black press newspapers of his championship reign, which lasted from 1908 to 1915.

Drafting that article spurred my curiosity about how other Black celebrities might have been covered by the Black press during Jim Crowism. This idea gained traction as a potential dissertation topic during my third year of doctoral studies in Temple University’s Media and Communication program under the direction of Carolyn Kitch, whose journalism history and memory studies courses provided the conceptual framework for what would become “Looking at the Stars.”

It was in Carolyn’s classes that I began to think critically about the inherently contradictory messages that Black celebrities like Johnson were forced to negotiate during this period. The wheels of celebrity culture began to turn in the early 20th century, when the film industry and journalism began to work together

to promote individual stars, yet this was also a period of social, institutional, and economic oppression of the Black community. Therefore, how could one be both the member of a violently oppressed community and be somehow held up in public discourse as a member of the cultural elite?

I was particularly interested in exploring this idea through the lens of the Black press. If these constructions are mediated through journalism, how did Black journalists frame their discussions of these celebrities, especially during a period when the Black community was fighting for fair and accurate representation in the public sphere?

The editors and reporters of the Black press held the same mystique for me that Johnson did. Many of the journalists and editors working for these publications shared Johnson’s disregard for what was “acceptable” or even safe behavior for members of the Black community under Jim Crow. Rather, they were vocal warriors in the fight for civil rights. These were voices that I believed needed to be heard.

I faced two challenges at the begin-

ning stages of the project: first, there was no simple way to pinpoint which celebrities on whom to narrow my analytical focus; and second, there was no way to limit such a broad inquiry to only a few years or a decade. As my advisory committee rightly pointed out, the only way I could truly determine who was considered famous by journalists of the era and identify trends in reporting was to immerse myself in a significant amount of material over several decades.

The successful completion of this project, which covers 40 years of Black press newspaper and magazine content, is a testament to the importance of digital archives in facilitating historical research. Of the 14 publications I studied, 10 of them were available digitally through either ProQuest Historical Newspapers, America’s Historical Newspapers, or as part of the Center for Research Libraries Global Resources Network. (The other four sources, all magazines, were located with the invaluable assistance of the staff of Temple University’s Charles L. Blockson Collection.) Others have written about the resurgence of Black press histo-

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Carrie Teresa visits the grave of boxer Jack Johnson, who inspired her dissertation subject.

Stephens

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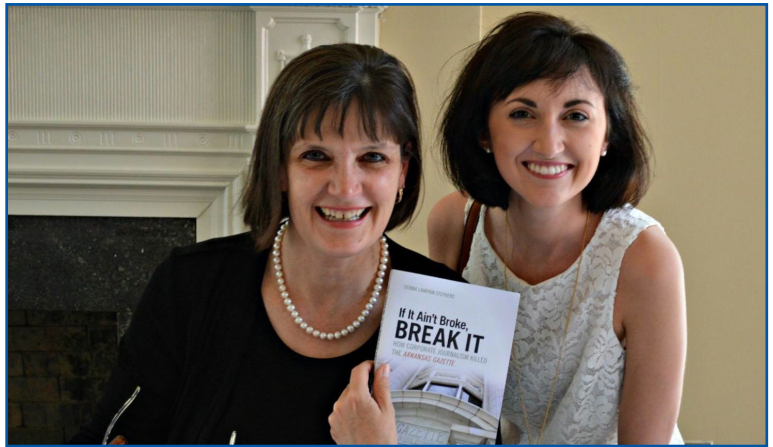
get into the films — and that no one else had — I jumped at the opportunity.

In my late 40s, I savored every minute of my time at Southern Miss and, with my end goal in mind, used every chance along the way to do more research on the Gazette. By the time I was ready to start on the dissertation, I had, again, too much material, and once again, the hard part was deciding what to leave out.

My dissertation sailed through the committee. (My only issue was an 11th-hour fight with the graduate reader from hell, but that is a story for another day!) In January 2013, a few weeks after graduation, the University of Arkansas Press contacted me, interested in publishing the book. “If It Ain’t Broke” earned an honorable mention in the 2013 Margaret A. Blanchard Dissertation Prize competition.

Since its release in February, I’ve had several book signings and readings, and others are scheduled for the fall. The story resonates with Arkansans, many of whom still grieve the loss of the paper. The project has gotten good traction on social media, with friends and former students across the country tagging me on Facebook when their book arrived. UA Press tells me it is selling well; I have sold out of my trunk-of-the-car stash the marketing director advised me to keep.

The last 10 years have taught me not to overlook subjects that might, at first glance, seem too personal or too close to be a legitimate research area. While we must maintain as much objectivity as possible, there is no substitute for passion, which will shine through any project and go a long way toward engaging with any audience.



Donna Lampkin Stephens has been busy promoting her book, including this recent signing at the University of Central Arkansas.



Dissertation

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riography; these resources facilitated the revitalization of this body of research.

Despite the relative ease of primary source data collection, I still had to make sense of 40 years’ worth of content. Gradually, I realized that my story was not about the celebrities themselves, *per se*; rather, the story I needed to tell was about the emergence of celebrity reporting as a form and practice honed by journalists of these publications who uniquely purposed it as a tool in the fight for civil rights.

I hope to continue this line of research by further exploring the nuances of celebrity journalism in the Black press over time and its contemporary implications. I also hope to contribute to a growing body of biographical research that sheds light on the figures that came alive to me as reader from the pages of these newspapers. Jack Johnson, Fredi Washington, Roland Hayes and Harry Wills are just a few names that I hope to see reclaimed in Black cultural historiography.

AJHA names Blanchard Prize winners

Jodi Rightler-McDaniels
South College

The American Journalism Historians Association has selected Carrie Teresa as the winner of the 2015 Margaret A. Blanchard Doctoral Dissertation Prize.

Teresa, an assistant professor at Niagara University, won the award for her dissertation titled, “Looking at the Stars: The Black Press, African American Celebrity Culture, and Critical Citizenship in Early Twentieth Century America, 1895-1935.”

Teresa completed her dissertation at Temple University under the direction of Carolyn Kitch. Teresa will receive \$500 and a plaque.

The following three scholars received honorable mention for their dissertations, and each will receive a \$200 award: Sid Bedingfield (South Carolina, director Kathy Roberts Forde); Kevin

Lerner (Rutgers, director David Greenberg); Robert J. Woodruff (Maryland, director Maurine Beasley).

All four scholars will discuss their work on Oct. 9, during a special session at the AJHA national convention in Oklahoma City.

AJHA grants the annual award to the best doctoral dissertation dealing with mass communication history completed during the prior calendar year. The prize has been awarded since 1997.

A committee chaired by David Abrahamson selects the Blanchard Prize winners each year.

“I think we’ve served our charter exceedingly well, celebrating four extraordinary examples of mass communication historical scholarship which do large credit not only to their authors, but also, in at least a reflected sense, to AJHA and the craft of history as well,” Abrahamson said.

Comm History Division generates discussion at ICA



Rick Popp
University of
Wisconsin-
Milwaukee

Last month at the Caribe Hilton in San Juan, the Communication History Division offered a full slate of programming at the International Communication Association's annual meeting (May 21-25).

Although the island's many allures posed tough competition, Comm History's pre-conference and panels managed to keep dozens of attendees hotel-bound throughout much of the conference.

The program kicked off on Thursday, May 21, with the division's pre-conference, "Communications and the State: Toward a New International History," an all-day event organized by Gene Allen (Ryerson) and AJHA member Michael Stamm (Michigan State). This mini-conference included panels devoted to early modern states, communication networks, international broadcasting, German media, state infrastructures, and international borders.

AJHA members Mike Con-

way (Indiana), Kevin Grieves (Ohio), John Jenks (Dominican), and Tim Vos (Missouri) were among the scholars with research on the pre-conference program.

A plenary panel capped off the day, featuring remarks from some of the field's leading scholars. Daniel Hallin (UC-San Diego) discussed the ambiguous nature of the state in Latin American media, along with parallels between studying media and medical systems in a comparative framework. Richard John (Columbia) reflected on his initial exposure to communication scholarship as a doctoral student in Harvard's History of American Civilization Program in the early 1980s. Book historian Adrian Johns (Chicago) called for closer attention to audiences and infrastructures among communication historians.

The ICA main conference got underway on Friday morning. The Comm History Division's programming that day included three paper panels and several entries in a multi-divisional poster session, which included research by AJHA member Amber Roessner (Tennessee; presented by AJHA member Noah Arceneaux, San Diego State).

The first panel of the day focused on "Transnational Histories



Photos by Rick Popp

Julien Mailland (Indiana), Dominique Trudel (Montreal), Mike Conway (Indiana), Lars Lundgren (Södertörn), and Christine Evans (UW-Milwaukee) sat on "The State and Infrastructure" panel during the Communication History Division's ICA pre-conference.

of the Field" and included topics that ranged from the growth of communication departments in Latin America universities to Wilbur Schramm's relationship to the Chinese academy.

The second panel brought together a number of papers centered around the formation of spheres and publics, including the winner of the division's Top Paper Award – Michael Meyen (Munich) and Anke Fiedler's (Libre de Bruxelles) study of the state surveillance apparatus that developed around letters to the editor in East Germany between the 1950s and 1980s.

The day's final panel centered on international communication networks, including papers that explored the U.S. Navy's influence on wireless networks in the 1920s and more recent efforts to wire the countryside in post-liberalization India. Arceneaux was among the presenters.

Saturday started off with what may well have been ICA 2015's most specifically-tailored panel, and quite possibly one of its best. The panel offered a remarkably multi-faceted look at New Deal-

era media education initiatives. Papers covered everything from Federal Theater Project radio broadcasts to government sponsored listening groups.

Saturday afternoon's session offered papers that delved into the relationship between media and affect. It included the runner-up top paper – Jennifer Petersen's (Virginia) study of how changing conceptions of audience psychology shaped judicial rulings surrounding free speech in the early to mid-20th century.

Sunday was an especially busy day for the division, filled with another two panels and the division's business meeting and social.

The morning panel examined topics related to the development of digital media in Europe and the United States, including attempts to archive the web.

In the afternoon, it was standing room only for an intellectual history session that offered close examinations of how the scholarly projects of James Carey and Herbert Schiller took shape. Eleanor Marchant's (Pennsylvania) reappraisal of Schiller's legacy won the

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Ignacio Siles (Costa Rica) presents on the development of a distinctly French web sphere in the 1990s and early 2000s.

ICA

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division's Top Student Paper Award.

The packed room that turned out for that panel segued nicely into the division's business meeting, which was surprisingly full (a pleasant surprise) considering it was a sunny afternoon in San Juan and the ocean was only a few hundred yards away. Discussion focused on ideas for next year's conference in Japan, as well as ongoing efforts to create a more hospitable environment for historical scholarship and Chicago Style manuscripts in ICA journals.

A good crowd turned out for the social that followed the business meeting, which was in

turn followed by a "post-social social" in Old San Juan.

ICA 2015 wrapped up for Comm History with two more panels on the morning of Monday, May 25. The first offered a medley of papers at the crossroads of media and cultural history. They included fascinating looks at the guessing contests that filled Gilded Age newspapers, the FBI's surveillance of Duke Ellington, the BBC's internal view of Soviet television, and the rise of the snapshot.

Later that morning, a panel explored an array of late-twentieth-century technologies, from "business simulator" computer games of the 1980s to Texas Instrument's Speak & Spell, that presaged recent developments in com-

munication technology. And with that, the San Juan conference came to a close.

The full program is available at <http://communicationhistory.org/>

The group will meet again next June in Fukuoka, Japan for ICA 2016. With a population of 1.5 million people, Fukuoka is the largest city in southern Japan and the nation's sixth largest overall. It sits on the Sea of Genkai and is known throughout Japan for its noodles, parks, and baseball. Be on the lookout for a call for papers later this fall. ICA's submission deadline generally falls around Nov. 1. AJHA members are encouraged to submit their work.

Rick Popp is chair of the Communication History Division for ICA.

AJHA seeks nominations for two board positions, second vice president

The American Journalism Historians Association is seeking nominations for two positions on the board of directors and the office of second vice president.

Board members serve for three years and are expected to attend board meetings at the annual convention.

The second vice president, under normal circumstances, rises to the presidency in two years, then serves on the board for an additional two years.

A nominee to the Board of Directors or to any of the other officer positions must have been a member of the AJHA for at least one calendar year immediately preceding the date of the election.

No more than one person from an institution can serve on the board at one time.

To make nominations and to vote in an election, an individual must be a member of AJHA.

Those who wish to nominate candidates may do so by sending an email with the nominee's name, contact information and affiliation to election and nominations committee chair Amber Roessner, University of Tennessee, at aroessne@utk.edu.

Please confirm the candidate's willingness to serve before sending the nomination to Amber, and if possible, you should send a brief bio of the candidate.

Deadline for nominations is 5 p.m. August 15. Nominations may also be made from the floor during the general business meeting at the annual convention in Oklahoma City.

Paper call: Transnational Journalism History

Traditionally, journalism history has been studied from a national perspective. This tendency has been spurred on by the work of Benedict Anderson, who argued that newspapers were one of the chief instruments for creating nations. Yet, journalism has never truly been bounded by geography. Practices, technologies, and journalists have flowed fluidly across the globe at least since Gutenberg invented movable type.

Journalism historians have rarely looked at their field from this broader perspective. Studies of international journalism history have generally treated foreign news as news of the "other" that the correspondent interprets for the home audience. Transnational journalism history would examine more than merely the transmission of foreign news to a home audience. It would also examine those practices, technologies, and professional values that transcend nation and that treat news consumers across national boundaries as the home audience.

A good example of this would be America's first newspaper, *Publick Occurrences Both Foreign and Domestic*. This paper consisted primarily of English news for an audience who thought of themselves as Englishmen and women but who were living on another continent.

The value of transnational journalism history is that it rises above nationalist approaches and historiographies. It does not privilege one people over another; it examines local applications of global developments and phenomena in journalism as being relevant across borders. Consequently, this conference is seeking presentations that transcend Anderson and considers people, practices and technologies across national borders.

This inaugural conference on Transnational Journalism History is seeking papers that deal with any aspect of the subject; however, we are particularly interested in work that examines the flow of those journalistic developments, people, and phenomena between Ireland and the United States.

The work from this conference, and a second one anticipated for 2017, will form the basis of at least two volumes, one of which will deal with the flow of news, news personnel, and news developments between Ireland and the United States. The second conference will be more global in scope.

The first conference will be Feb. 25-27, 2016, at Georgia Regents University in Augusta. Saturday will include an optional tour of historic sites in and around Augusta.

Conference organizers are Debbie van Tuyll (Georgia Regents; dvantuyll@gru.edu) and Mark O'Brien (Dublin City; mark.obrien@dcu.edu). Please contact either Debbie or Mark if you have questions. The conference is accepting proposals for research sessions (submit a completed paper); work-in-progress sessions (250-word abstract); and panels.

Proposals should be submitted electronically to van Tuyll by Oct. 1, 2015. Each submission will be evaluated in a blind review process.