

August 25, 2008

TO: Julie Williams, AJHA Vice President

FROM: Graduate subcommittee, AJHA Task Force on History in the Curriculum

David Sloan, Chair, University of Alabama

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Frank Fee, University of North Carolina

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Ford Risley, Penn State University

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Leonard Teel, Georgia State University

Bernell Tripp, University of Florida

David Vergobbi, University of Utah

Jim McPherson, ex officio, Whitworth University

Good morning, Julie.

I've attached the report of the graduate subcommittee of the Task Force on History in the Curriculum. You should be receiving from Jim McPherson, the chair of the undergraduate subcommittee, a similar report regarding his committee's proposals.

Essentially, our graduate report is a collection of statements of procedures to carry out all the charges of the Task Force related to the history curriculum at the graduate level.

This report is in the form of pdf files because I assume that pdfs are likely to be more compatible with the computer software that all the AJHA Board members have than Word files would be. The entire report, though, along with some complementary files (such as addresses of college journalism departments), are also available as Word documents. The documents will be helpful as the AJHA puts into operation the projects that the Task Force has proposed.

In the report of our subcommittee, each charge we were given is in BLACK type. Our proposals on how to carry out each charge are in RED type.

If you need more information, please don't hesitate to let me know.

Best regards,
David

**AJHA Task Force on History in the Curriculum,
Graduate Subcommittee**

The Graduate Subcommittee has proposed activities related to the following six charges:

- a. Determine the nature of historical study that each school offers
- b. Develop a proposed "Statement of Principles" — to be considered as the AJHA's official position — about history in the graduate curriculum
- c. Encourage all schools to offer history courses in their masters and doctoral programs
- d. Encourage schools to consider the study of history as essential as the study of theory or any other area to a graduate program
- e. Encourage all schools to offer students the opportunity to study or specialize in history equal to the opportunity for any other area of study
- f. Develop a proposal for a review procedure of schools' offerings in history

Following are the Subcommittee's findings and proposals related to its various charges:

a. The nature of historical study that graduate schools offer

From a survey of all schools that offer graduate programs in mass communication, we found that 52 schools offer at least one history course, while 140 offer none. Some of those with history courses offer more than one. We have identified the names of courses at all those schools along with, in most cases, the professors who teach the courses. The results of the complete survey are available to the AJHA as the Task Force continues its work.

b. Proposed "Statement of Principles" — to be considered as the AJHA's official position — about history in the graduate curriculum.

American Journalism Historians Association
Statement of Principles on History in the Graduate Curriculum

No one argues against the importance of mass communication as a force in modern culture. The late *Washington Post* publisher Philip Graham coined the phrase "journalism is the first draft of history." To be adequately educated, everyone needs to have a knowledge of history. Likewise, in mass communication education, all graduate students need to be familiar with mass communication history. Many journalism and mass communication graduate students have no background in mass media, and a history course at the very least can help provide them a base of knowledge necessary to

succeed. Since mass communication history courses should play an important role in graduate education, all schools with graduate programs should commit to the teaching of history at the graduate level.

The American Journalism Historians Association is committed to promoting the creation and/or strengthening of graduate courses and programs in mass communication history. These courses and programs should be rigorous and involve not only the teaching of historical facts, but research methods as well. Students should know and understand the role of the media in culture and society and how it relates to the past, present, and future. Whether students go on to work in the profession or continue their graduate education and eventually become teachers or researchers, it is important that they understand mass communication's role in society from a historical perspective.

Because of the importance of mass communication history in the life of a well educated individual, the AJHA recognizes the following principles:

1. All schools that have a masters or doctoral programs should offer history courses in those programs.
2. All schools should consider the study of history as essential as the study of theory or any other area to a graduate program.
3. All schools should offer students the opportunity to study or specialize in history equal to the opportunity for any other area of study.

To assist schools in achieving those objectives, the AJHA will periodically review schools' offerings in history, and it stands ready to assist schools interested in creating a course or a program in mass communication history.

Adopted by the AJHA Board of Directors on the 10th day of October 2007

PROPOSAL TO ESTABLISH THE "OFFICE ON HISTORY IN THE COMMUNICATION CURRICULUM."

To put into place the operations of the Task Force on History in the Curriculum, the AJHA should establish an "Office on History in the Communication Curriculum."

The operations of this permanent Office will require a considerable amount of ongoing work. We envision that it will probably require at least 15 AJHA members volunteering to serve on its "staff," chaired by the AJHA member appointed to head it.

The work will be a major undertaking. However, we feel that the project will be as important as anything the AJHA has ever undertaken, and it holds considerable potential for the national significance of the teaching of communication history.

The key to start will probably be for the AJHA President to appoint as chair of the Office an AJHA member who has the demonstrated initiative, drive, and work habits to assure that the Office and the AJHA volunteers carry out the work.

c & d. Proposed means to encourage all schools (1) to offer history courses in their masters and doctoral programs and (2) to consider the study of history as essential as the study of theory or any other area to a graduate program

1. We recognize that graduate programs will offer history courses only if they have the faculty to teach them. Smaller programs without historians on their faculty might have someone who is interested in teaching graduate-level history but who is reluctant to start from scratch developing a syllabus and course. Therefore, the AJHA will **provide a resource center on its website** with the following items:

a) Syllabi for courses in historical research methods in mass communication; surveys in mass communication history; and special topics courses in mass communication history

b) Sample readings lists, updated regularly, with classic and current books and articles suitable for graduate-level classes. Where practicable, the book listings will be linked to journal reviews.

c) Samples of creative research projects and assignments

The teaching resource center will be implemented as follows.

A call for history syllabi, creative assignments, and reading lists both at the graduate and undergraduate level will be made at the 2008 AJHA convention, on the AJHA listserv and in the *Intelligencer*. Members will be asked to forward information electronically to the Task Force. It will sort, organize, and send the material to Brian Carroll, AJHA Webmaster, periodically.

The teaching resource center will be a permanent link on the AJHA website.

The resource center will provide material that will help instructors in arguing for the study of history at the graduate level.

"Studying history trains students to think and write clearly, to organize and interpret evidence, and to confront complex issues in informed and insightful ways....History's power to instruct does not decrease simply because respectable Americans often manage to ignore it."

www.mercer.edu/history (Mercer College)

Google "Why study history?" and 86,700 hits appear in .31 seconds. "Why teach history?" provides another 1,140 hits. "Why study journalism history?" offers four hits to one article of the same title in the *Atlanta Review*

of *Journalism History* 2 (Spring 2001). No hits appear for either “Why study communication history?” or “Why teach journalism history?” but they both offer a significant number of single word hits from the two questions.

Two examples of persuasive arguments include the often referred to “Why Study History?” Peter N. Stearns, quickly located at the American Historical Association’s website www.historians.org. In the article, Stearns makes several points: 1) The Importance of History in Our Own Lives; 2) History Contributes to Moral Understanding; 3) History Provides Identity; 4) Studying History Is Essential for Good Citizenship. Stearns then asks: What Skills Does a Student of History Develop? He answers: the ability to assess evidence; the ability to assess conflicting interpretations, and; experience in assessing past examples of change. “Historical study,” Stearns summarizes, “is crucial to the promotion of that elusive creature, the well-informed citizen.”

Why Teach History: The Views of American Historians by Richard S. Craddock, another standard work, presents and analyzes the claims that American historians, from 1880 to 1970, have made regarding the values derived from the study of history. He makes nine points: History 1) develops good citizenship; 2) promotes patriotism; 3) prepares one for life as accomplished through the development of perspective and a better understanding of the present, among other things; 4) teaches the historical methods of defining problems, developing pertinent questions, formulating and testing hypotheses, gathering and analyzing data, and reaching conclusions; 5) develops historical mindedness, a quality deemed essential for a an objective approach to issues; 6) develops specific skills such as research, map, and other graphic skills, and critical thinking; 7) provides a guide to action; 8) develops better persons; and, 9) miscellaneous values.

These are tips from an iceberg of sources. The mechanism to accomplish this charge is to search for sources and search engines that AJHA members can access. Office on History in the Communication Curriculum should continue searching for specific sources on EBSCO.host and jstor.org, for example, bringing the general history emphases to a journalism/communication focus.

Accessing persuasive material will be an on-going endeavor, but key places to start searching are listed below.

- EBSCO.host
- www.jstor.org
- AJHA’s *Intelligencer* consistently provides columns
- www.ajhaonline.org
- AEJMC’s history newsletter *Clio*, on-line at www.utc.edu/outreach/aejmc-historydivision/ third tab down.
- *Journalism & Mass Communication Educator* columns

- *American Journalism*
- *Journalism History*
- American History Association at www.historians.org
- "Why Study History? Excerpts from The Classics 'Declassified'" by Dan Peel at www.HistoryClassRoom.com
- A Student's Guide: Why Study History? at www.historyguide.org
- Why Study History? at
 - www.tntech.edu/history
 - www.runet.edu/~hist-web
- Why Teach History? at
 - www.whyteachhistory.com
 - www.studentsfriend.com/onhist/uses.html
 - www.annenbergmedia.org
 - www.findarticles.com
 - www.ohs.org (Oregon History Project)
 - www.informaworld.com
- Holt, Thomas C. *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Entrance Examination Board, 1990.
- Howe, Barbara. *Careers for Students of History*. Washington, D.C.: American Historical Association, 1989.
- Hexter, J. H. *The History Primer*. New York: Basic Books, 1971.
- Gagnon, Paul, ed. *Historical Literacy*. New York: MacMillan, 1989.
- Oakeshott, Michael. *On History*. Totowa, N.J.: Barnes and Noble, 1983.

To provide a rich and diverse sample, any interested AJHA member is welcome to participate. This resource center will help new, prospective, and even experienced mass communication history instructors.

2. Some graduate programs will be more likely to offer history courses if their prestige is enhanced by doing so. Therefore, the AJHA will take the following steps:

a) Occasionally recognize programs that have significantly enhanced their efforts in teaching history or that have been consistently excellent

Departmental or school recognition will come via an AJHA Excellence in Graduate Communication History Award. This award will be administered in a manner similar to the AJHA Excellence in Teaching Award. The Education Committee seems the natural administrator, but the Awards Committee could also accept the charge. The key word of the charge, though, is "occasionally." In other words, the AJHA board must decide how often this award should be distributed.

This award essentially recognizes a department or school in a similar manner to recognizing an individual teacher. Because of similar emphases, but broader focus, the following three paragraphs adapt the language of the teaching award to reflect the departmental/school aspect of the communication history award:

"To address the priority of fostering excellence in teaching in the field of journalism and mass communication history, the organization will offer, a National Award for Excellence in Graduate Communication History.

"The award recognizes departments/schools that promote effective and innovative graduate pedagogy evidenced by successive years of sustained, meritorious and exceptional instruction.

"The award honors excellence in the teaching of journalism and mass communication history at the graduate level, a key element in developing knowledge in these fields as well as within the broader history discipline. The award recognizes and honors a department or school of journalism/communication that excels at teaching in these areas or has significantly enhanced its efforts to teach these areas, that makes a positive impact on student learning, and that influences other departments/schools by example. It is designed to focus national attention on the importance of journalism and mass communication history teaching in the professional educations of graduate students who plan to pursue careers in these fields. In addition, it is meant to encourage those communication programs that offer graduate-level courses in journalism and mass communication history to continue doing so, as well as to foster development of new journalism and mass communication graduate courses across the nation. This is an endeavor that is fundamental to the future development of these fields."

The following will provide steps to engage the nomination process and

criteria.

1. **CALL:** Nominations will be announced in the spring *Intelligencer* and AEJMC's spring newsletter. The announcement will also be e-mailed to AJHA members and AEJMC History Division members. A direct mail or e-mailing of the announcement to department chairs would also be beneficial to build recognition and prestige. An AJHA member or a university/college administrator may submit a nomination.

2. **ELIGIBILITY:** Any college or university department or school that confers a masters and/or doctorate in the fields of journalism/mass communication studies, communication studies, and/or the more general field of history as of the nominee submission due date. Departments/schools that do not receive an award in a given year are eligible for re-nomination. However, a new nomination package must be submitted. Nomination files are not retained for reconsideration in future years.

3. **SCHEDULE:** Nominations must be submitted to the review committee no later than July 1 for awards to be made at the following AJHA annual convention.

4. **EVALUATION OF NOMINEES:** The Education [or Awards] Committee will evaluate award recipients. The committee will forward its recommendation to the AJHA Board for final approval.

5. **ASSESSMENT CRITERIA:** Focusing upon the department/school's communication history faculty, graduate students, and graduate curriculum, the assessment criteria will address overall program effectiveness, which includes teaching, general student competencies, alumni, facilities and resources, and impact on the discipline.
 - i. **History Faculty:** Number, research production, creative projects, grants, service, awards
 - ii. **History Graduate Students:** Number, research production, creative projects, grants, service, awards
 - iii. **History Graduate Curriculum:** Program description, statement of philosophy, statement of program

development/innovation/evolution, course/seminar syllabi

iv. Overall Program Effectiveness:

1. **Faculty teaching:** Peer and student evaluations, awards, honors, comparisons to institutional data and peer institutions
2. **Graduate student teaching:** Student evaluations, awards, honors, comparisons to institutional data and peer institutions
3. **General graduate student competencies:** Assessment of GPA, examples of course/seminar assignments, written general examinations, theses, dissertations, conference/convention papers, publications
4. **Alumni:** Record of masters and doctoral graduates in job placement and evidence of success, e.g., placement of Ph.Ds in tenure and non-tenure track positions
5. **Facilities and resources:** Evidence of focus and/or increased focus upon the material needs of faculty and students to perform effectively, e.g., lab and research facilities, graduate teaching stipends
6. **Impact upon the discipline:** Evidence of leadership in promoting communication history instruction at the departmental, college, university, regional, and national levels. Consideration is broad, including projects, presentations, grants, publications or such pursuits that further and/or promote the educational mission of communication history.

iv. Summary Statement

b) Establish, as past president Ford Risley has suggested, an annual mass communication history teaching award and publicize it. The AJHA will promote the award among schools with graduate programs and ask the winner to write an article on teaching for the *Intelligencer*. Copies of the articles will be sent to graduate programs in mass communication.

The new AJHA Awards Program for Excellence in Teaching has been established and the first award will be given this year. The Education Committee has created what appears to be an excellent set of criteria for the award. It will be interesting to hear what kind of response the award gets in terms of the number of faculty nominated. It may be that the award needs to be publicized more by using the new AJHA listserv or by mailing the call for nominations directly to school administrators.

One thing that was discussed was to have each year's recipient write an article on teaching for the *Intelligencer*. This will require coordination between the Education Committee and the *Intelligencer* editor to make sure the winner knows what is expected. Perhaps space can be devoted in the Winter or Spring issue of the *Intelligencer* each year for the teaching article.

c) Widely publicize the history research awards the AJHA already gives annually, both nationally and in winners' local and university media.

--Coordinate with public relations committee and awards committee to provide press releases of winners, to be directed to winners' local and/or hometown media, university news offices, and college newsletter editors.

--Also, provide releases to web site committee to be posted on AJHA Web site.

--On the AJHA web site, include regular profiles of Top Young Media Historians (much like George Mason University's regular Top Young Historian profiles on the online History News Network).

3. Since some graduate programs will be able to offer history courses only if they can hire new professors who adopt history as a research and teaching specialty, the AJHA will encourage doctoral students to make history their main research focus. To help accomplish that goal, the AJHA will take the following actions:

a) Publicize widely the AJHA's long tradition of welcoming and supporting graduate students

--Use information collected from the review procedure process of schools offering history (which would include names of students whose main area of study is history and/or whose dissertation was historical) to contact students with information about AJHA.

--Most graduate schools have student newsletters or listserves. Contact the head of graduate student organization, webmaster, or newsletter editor with information about travel funds, regional AJHA conferences, opportunities to work with noted historians; brochures regarding AJHA programs (dissertation awards competition, etc.), AJHA member accomplishments, etc.; where possible, gain permission to provide links to AJHA Web site, *Intelligencer*, American Journalism, contact information for AJHA graduate student committee.

b) Establish a mentoring program for graduate students and new assistant professors

The new AJHA Mentoring Program is meant to be an informal way for new assistant professors to learn from veteran faculty members. Using the *Intelligencer* and the listserv, a call should go out in the spring each year for new assistant professors and veteran faculty members who are interested in participating in the program. During the summer, a designated AJHA member or members, perhaps from the Research or Education committees, would pair up new and veteran professors based on their teaching and research interests/expectations. The pairs would be encouraged to attend the AJHA convention in order to get properly acquainted.

Where they go from there would be up to the mentor and his or her new colleague. But the idea is that that they would regularly talk about the new faculty member's progress in teaching and research with the mentor giving advice and help where appropriate. Ideally, the new faculty and their mentors could meet as a group at the convention each year to discuss what they learned and to improve the mentoring process for everyone. Perhaps they could put on a panel or write an article for the *Intelligencer* to discuss what they have learned and to encourage others to take part in the program. The AJHA could encourage participation in the program by waiving part or all of the convention registration fee for mentors and their new colleagues during their first year.

c) Compile information about publishing opportunities in mass communication history and include it as part of the aforementioned resource center. (Journal editors [such as Jim Martin and Pat Washburn] will be asked to contribute tip sheets for preparing successful manuscripts.)

Leonard Teel has volunteered to assign two Graduate Research Assistants in Georgia State University's Center for International Media Education (CIME) to survey publishing opportunities in mass communication history in academic journals as well as nonacademic publications. Both will be Ph.D. candidates with national and international outlooks.

Teel has volunteered to review the students' findings at the weekly CIME meetings. The students will be directed to create a directory that includes the names of the publication, the frequency of publication, the names of the editors, titles and lengths of articles as exemplary of articles published, and if obtainable the levels of academic prestige, and other information AJHA deems desirable.

This information will be periodically updated.

4. Since some graduate programs will offer history courses only if they are convinced of the importance of history and historical research to the field of journalism and mass communications, the AJHA will prepare a booklet celebrating mass communication history. It will argue for the important role of studying history at the graduate level, touting its worth in the graduate curriculum. The document will be sent to deans of colleges and programs of all strengths and sizes.

Preliminary to the development of this booklet, AJHA needs to define more specifically the format and contents. Likely contents would include:

- Comments and persuasive examples supplied by graduate school deans and program directors
- Comments and examples from outstanding historians
- Comments of outstanding journalism and mass communication scholars
- Comments of outstanding journalism and mass communication historians
- Comments and examples from senior graduate students who have presented and/or published
- List of schools with mass communication history in the graduate program
- Discussion of the problems and consequences of the trend toward displacement of history
- Narrative describing the original rationale for history and contributions of history to the discipline since it was introduced

5. Faculty teaching graduate-level survey, research methods, and special topics courses in mass communication history need encouragement just as much as those teaching undergraduate courses. Therefore, the AJHA will promote the discussion of teaching at the AJHA annual convention by committing to include at least one panel on teaching excellence at every conference and will make every effort to include graduate teaching in these discussions. The panel should help instructors in arguing for the study of history

--Coordinate with education committee on panel proposals that would also provide complementary material to resources posted on Web site for proposed online resource center. Panelists' presentations, sample materials, handouts, etc. could be added to resource materials on AJHA site (see items c & d, subsection #1 above).

--Encourage the development of a Media History Education Interest Group, which could:

**generate ideas for panels and proposals for teaching sessions by AJHA Teaching Award winners

**provide a support system to share teaching ideas and pointers on syllabi, reading materials, etc.

**encourage collaboration on special media history projects among professors and students from different universities

--Coordinate with Teaching Award winners and convention planners for a special session or roundtable discussion on teaching, to be scheduled for the following year's convention.

e. Proposed means to encourage all schools to offer students the opportunity to study or specialize in history equal to the opportunity for any other area of study.

The AJHA believes that all schools should offer students the opportunity to study or specialize in history equal to the opportunity for any other area of study. The AJHA recognizes that graduate programs will offer the opportunity of studying or specializing in history only if it benefits the program or if the students can use that expertise in the three academic areas of teaching, research, and service. Interest must also be stimulated among the graduate students, who will be helpful in lobbying for the addition of historical study. AJHA will encourage schools to do so through the following actions:

1. For school recognition:

a) Continue to promote the dissertation award among all graduate programs and increase promotion of past winners through brochures to the graduate divisions of the schools and on the AJHA website

Plan of work:

- Produce an annual brochure, in both print and electronic versions (pdf), that includes information about the current call for the AJHA dissertation award; publishes the names of past winners; and highlights the accomplishments of past winners, such as the publication of the award-winning dissertations as books and/or articles, teaching and/or research awards, other significant publications, etc. An electronic link to this brochure, which will be housed on the AJHA website, can be provided on all print and electronic calls for award nominations and applications. An advanced undergraduate student or graduate student specializing in graphic design can be targeted to produce the brochure, with the content to be provided by an AJHA Task Force representative (perhaps me). The brochure will include copy and graphics, including the AJHA logo and perhaps the burgundy color so prominent on the AJHA website (an attempt at branding the brochure); photos of past award winners; copies of book covers; etc. Funds will need to be allocated for printing the brochure and mailing to recipients indicated below.
- Issue the call for award nominations and applications through print and electronic communication associated with appropriate mass communication, journalism, communication, history, and other academic organizations. Include a link to the brochure posted on the AJHA website.
 - AJHA listserv, website, newsletter *Intelligencer* and research

- journal *American Journalism*, annual convention program,
 - AEJMC History Division newsletter, *Clio*, and research journal *Journalism History*; AEJMC annual convention program; AEJMC website;
 - Humanities and Social Sciences Online (H-Net) Announcements Page
 - National Communication Association's CRTNET listserv
 - International Communication Association's Communication History Interest Group online forum
 - Include academic listservs identified in section 2a of the Task Force plan
- Issue the call for award nominations and applications by sending electronic and print announcements to mass communication and related graduate programs. Include a link to the brochure posted on the AJHA website.
 - The directors/deans/chairs of graduate programs; graduate program directors; faculty teaching graduate media history courses (these people will be identified, and contact information compiled, through the work accomplished for 1e of the Task Force plan)
 - Include other academic departments, their chairs and professors teaching history courses, identified in section 1e of the Task Force plan

b) Include publicity follow-up on past dissertation winners and runners-up and where they are currently teaching.

- The brochure identified in the plan of work for section 1a of the Task Force plan (above) will serve this publicity function.
- A section of the AJHA website can be developed to provide biographies of past award winners and runners-up, including accomplishments and activities since winning the dissertation award or being named a runner-up. To accomplish this piece of work, an AJHA Task Force representative, or research assistant under the guidance of this professor, would need to produce a template asking for such biographical information from all winners and runners-up as well as head-shots to be used on the AJHA website. The AJHA representative would then provide this information to the AJHA webmaster in a format identified by the webmaster. The webmaster would create the relevant pages and post to the AJHA website. A list of past-winners is provided below with some basic biographical information and email contacts. A list of past runners-up would need to be compiled by the AJHA Task Force representative from AJHA Dissertation Award Committee records.

Past Winners of the Margaret A. Blanchard Doctoral Dissertation Prize

2007 Michael Stamm, "Mixed Media: Newspaper Ownership of Radio in American Politics and Culture, 1920-1952"
Director: Neil Harris, University of Chicago

Stamm is an assistant professor at Michigan State University where he holds joint positions Department of History and School of Journalism. A book based on his dissertation is under contract with the University of Pennsylvania Press.

2006 Stacy Spaulding, "Lisa Sergio: How Mussolini's 'Golden Voice' of Propaganda Created an American Mass Communication Career"
Director: Maurine Beasley, University of Maryland

Spaulding is an assistant professor in the Department of Mass Communication and Communication Studies at Towson University in Maryland.

sspaulding@towson.edu

2005 Glenn D. Smith, "'It's Your America': Gertrude Berg and American Broadcasting, 1929-1956"
Director: Arthur J. Kaul, University of Southern Mississippi

An assistant professor in the Department of Communication at Mississippi, Glenn "Pete" Smith published his dissertation as "*Something on My Own*": *Gertrude Berg and American Broadcasting, 1929-1956* with Syracuse University Press in 2007.

gsmith@comm.msstate.edu

2004 Guy Reel, "The Wicked World: The National Police Gazette, Richard K. Fox, and the Making of the Modern American Man, 1879-1906"

Director: Patrick S. Washburn, Ohio University

Reel is an associate professor in the Department of Mass Communication at Winthrop University in Rock Hill, South Carolina. He is a former reporter and deputy metro editor at the Commercial Appeal (Memphis). His book titled *The National Police Gazette and the Making of the Modern American Man, 1879-1906* was published by Palgrave Macmillan in 2006.

reelg@winthrop.edu

2003 Mark Feldstein, "Watergate's Forgotten Investigative Reporter: The Battle Between Columnist Jack Anderson and President

Richard Nixon"

Director: Margaret A. Blanchard, University of North Carolina

Feldstein is an associate professor in the School of Media and Public Affairs at George Washington University. His book, *Poisoning The Press: Richard Nixon, Jack Anderson, and the Rise of Washington's Scandal Culture*, will be published next year by Farrar, Straus & Giroux. A former broadcast journalist, Feldstein has won many journalism awards, including two George Foster Peabody public service awards and 9 regional Emmys.

feldy@gwu.edu

2002 Marc Edge, "Pacific Press: Vancouver's Newspaper Monopoly, 1957-1991"

Director: Patrick Washburn, Ohio University

Marc Edge is an associate professor in the Department of Mass Communication at Sam Houston State University in Huntsville, Texas. *Pacific Press: The Unauthorized Story of Vancouver's Newspaper Monopoly* was published in 2001 by New Star Books. A former newspaper journalist in Canada, Edge combines an academic career with other interests, including sailing. He has taught at five schools in three countries.

mwe003@shsu.edu

2001 Aleen J. Ratzlaff, "Black Press Pioneers in Kansas: Connecting and Extending Communities in Three Geographic Sections, 1878-1900"

Director: Bernell E. Tripp, University of Florida

Ratzlaff is an associate professor of communications at Tabor College in Kansas.

aleenr@tabor.edu

2000 Dale Zacher, "Editorial Policy of the Scripps Newspapers During World War I"

Director: Patrick Washburn, Ohio University

Dale Zacher is an assistant professor at the University of Arkansas-Little Rock's School of Mass Communication. In 2008, the University of Illinois Press published his book *The Scripps Newspapers Go to War, 1914-1918*, which grew out of his dissertation research.

dezacher@ualr.edu

1999 Nora Hall, "On Being an African-American Woman: Gender and Race in the Writings of Six Black Women Journalists, 1849-1936"

Director: Hazel Dicken-Garcia, University of Minnesota

1998 David R. Davies, "An Industry in Transition: Major Trends in American Daily Newspapers, 1945-1965"

Director: David Sloan, Univ of Alabama

David R. Davies is the dean of the University of Southern Mississippi's Honors College and continues his career as a professor in the School of Mass Communication and Journalism. His book *The Postwar Decline of American Newspapers, 1945-1965* (Praeger, 2006) is based on his dissertation. He was chair of the USM Journalism Department from 1998 to 2001 and interim director of the School of Mass Communication and Journalism in 2004-2005. He has served on the board of directors of the American Journalism Historians Association and currently serves as coordinator of the AJHA's book award. In 2005 he was appointed to the board of directors of the University Press of Mississippi.

dave.davies@usm.edu

1997 Julie Hedgepeth Williams, "The Significance of the Printed Word in Early America"

Director: David Sloan, University of Alabama

Williams is a faculty member in the Journalism and Mass Communication Department at Samford University in Birmingham, Alabama. A book based on her award-winning dissertation—and sharing the same title—was published by Greenwood Press in 1999.

jjwillia@samford.edu

c) Publicize awards and accomplishments in research (and teaching, after the start of the new AJHA teaching award) and the national/international recognition of members (both students and faculty)

This particular charge seems to duplicate some of the other work envisioned under this Task Force mandate and in any event, should – if it does not already – speak to a larger publicity effort in the AJHA structure.

That having been said, in other kinds of in-take activities often it is difficult for the publicists even to learn of events that everyone would agree need dissemination.

If an AJHA publicity committee already exists and is active, we see the graduate education component focusing chiefly on finding and channeling to the appropriate persons news about successes in our field. Rather than have this the work of a single individual, however, there should be a committee (or subcommittee) that is regionalized – individual members responsible for canvassing a specific region in which they work and live for possible publicity. This could be done with the individuals sending material directly to the AJHA publicity committee, or sending them to the subcommittee chair for rerouting.

If no structure already exists for publicizing AJHA activities, the same regional committee structure might be useful, with the chair responsible for sending out news releases to appropriate organs.

Besides our own publications, such news could be sent to the organs of AEJMC, OAH, and AHA. Although some awards would be presented and recognized at the annual convention of AJHA, it would be important for us to continue to find ways of facilitating the attendance of students at the presentation ceremonies. Personal communication encouraging that presence could be important to that end.

All this seems fairly simple and envisions activities and agencies that no doubt already exist and in any event, are part of other activities envisioned by the Task Force charges. The task then becomes one of integration and coordination among several different objectives.

d) Establish a program to assist well-known and respected mass communication historians as guest speakers (or to conduct seminars) for schools that don't offer history, especially in the graduate student colloquium classes

The subcommittee proposes two approaches that we think have merit and that, in varying ways, Frank Fee has already put into practice with success. The outlines of streams that he calls Superseminars and Electronic Reachout (basically a distance education model) offer, in addition, the opportunity for various permutations to achieve the overall goals set out in the tasking.

Components of what the subcommittee is suggesting may already exist within AJHA, although where they do not exist, they could be put together fairly quickly as well. In fact, as the subcommittee has tried to come up with some proposals, one aspect of our thinking has just been put into play by Mike Sweeney's speakers bureau list. In this and several other aspects, communication and cooperation among various AJHA initiatives will be important to the success of all and the avoidance of duplication of effort and other resources.

Stream 1: Superseminars. Provide opportunities for leading scholars to conduct seminars at schools and personal interaction between respected media history scholars and students through onsite seminars of two to three days. (This is based on a very successful model used in spring 2008 when Frank Fee invited Pat Washburn to North Carolina. Over a three-day visit, Washburn spoke to the undergraduate and graduate history courses, presented at the UNC faculty Research Symposium, held a number of one-on-one conversations about history and historiography with individual students, and joined in a luncheon discussion of Carolina faculty and graduate students on history in our curriculum.)

What follows is an outline for implementation of this approach:

- I. AJHA organizes a seminar program by establishing and tasking a committee to administer this program.
 - A. Considering the exploratory nature of this initiative, the committee could be established for a one- or two-year term, with review and recommendations for adjustments or even discontinuation at the end of that period.

- II. Committee Functions
 - B. Committee undertakes assessment of needs, interests and, if a target group of schools already has been identified,

- C. Committee creates a general outline for the visits of one to three days, including:
 - 1. One or more seminars.
 - 2. Individual or small-group meetings with students to discuss history and historiography.
 - 3. Individual meetings with faculty and administrators to discuss issues in the history curriculum.
 - D. Committee compiles available-speaker/topic list (Note: Mike Sweeney's work is doing this now).
 - 1. Based on survey results or general knowledge of needs in the field, committee also identifies possible topics for seminars to be presented by visiting scholars.
 - 2. Committee recruits specific seminar leaders for this program.
 - a) This may be a matter of checking the speakers bureau roster, or
 - b) The committee specifically identifying and soliciting participation of known leaders in various fields.
 - E. Committee publicizes seminar program's availability to colleges and universities, using mailing list developed for the survey or drawn from some other, relevant AJHA activity.
 - 1. General department mailings.
 - 2. Individual mailings where relevant faculty or administrators are known.
 - 3. Recruiting brochure to explain program and how schools and scholars can participate. These could be carried by members to academic conferences and conventions in all disciplines.
 - 4. Information desks set up at appropriate conferences and conventions (e.g., AEJMC, Southeast Colloquium, Joint AJHA-AEJMC spring conference in New York City, etc.)
- II. Although details of the visit would be left to the speaker and the school unit, the Speaker Committee works with interested colleges and universities and the seminar leaders to facilitate visits.
- A. This facilitation offers opportunities to monitor and fine tune the program.
 - B. It also allows for identification of who is using the program.
- III. Costs, Funding, and Benefits.
- A. Administrative Costs:

1. Although AJHA would need to provide a certain amount of money for administration, particularly in the start-up phase if it includes surveys and other mailing costs, we have no real way of computing that expense. It would, of course, be a function of what we decide we want to do and when we want to do it.
2. Conceivably, as the activities of the committee and agenda proposed here overlap with some other AJHA units and activities, economies of scale can be realized. For instance, a survey of programs could include questions that relate to other aspects of AJHA programming.

B. Individual Seminar Costs.

1. Although a degree of pro bono spirit is anticipated here, scholars would receive expenses and a stipend (\$300 - \$500) from participating schools, to be negotiated by the speaker and the unit.
2. AJHA would identify and disseminate possible outside sources of funding, or even ways of spreading the costs among two or more academic units or programs.
3. AJHA could also undertake to create a fund, through solicitation of grants-giving organizations, to which colleges and universities could apply to offset some of the costs of participation.

C. Benefits:

1. Immediate:
 - a) Outreach (e.g., surveys, solicitations) enhance AJHA's visibility among graduate programs, large and small.
 - b) Outreach reinforces AJHA vitality to present members.
 - c) Initiative offers ways for AJHA members to become active in the organization through committee membership, possible speaker participation.
 - d) Initiative helps strengthen connections among scholars and between scholars and AJHA.
 - e) By acting as a broker of sorts, initiative facilitates contacts with top scholars that smaller programs may not feel they could undertake.
 - f) Initiative enhances the education of current students.

2. Intermediate:
 - a) Within first year, assuming schools and scholars will participate, we should see the enhancement of individual programs through respected scholars sharing their work and ideas with students and faculty in programs without established media history programs.
3. Greater visibility and vitality for AJHA.
4. Long Term:
 - a) Stronger media history programs.
 - b) Recognition of media history's importance to graduate mass communication programs.
 - c) Continuing conversation among scholars about topics of interest to our discipline.
 - d) Interlocking networks of scholars both regional and by topics.
 - e) Stronger, larger AJHA.

Stream 2: Electronic Reachout. This is a distance-education model to provide opportunities for leading scholars to conduct seminars at schools and personal interaction between respected media history scholars and students through real-time electronic seminars and conversations. (This is based on a very successful model that Frank Fee at UNC has used in several courses, in which people well-known in their respective fields have participated in conversations with my students by telephone conference, videoconference, etc. Prof. Fee has pushed these potentials internationally, and with the fast pace of technological innovation, electronic communication offer some real opportunities for relatively nominal costs. The tradeoff, of course, is the loss of personal interactivity and individualized attention, though email and other means still afford one-on-one communication.

This approach envisions the same organizational structure and support as the Superseminar stream, with similar benefits but a different cost structure in terms of hours and expenses. Chiefly, there would be a savings in transportation and other expenses for the host schools, a saving in time committed by the scholar, and, given the potential for two or more unites to join the linkup, an economy of scale in terms of overall reach.

Another possible difference between the Electronic Reachout and Superseminar models is that the former might allow or even require the AJHA committee in charge to organize the program schedule more directly by negotiating the topic with the speaker and then offering schools a schedule that is more uniform than tailored as in the

Superseminar model.

What follows is an outline for implementation of this approach:

- IV. AJHA organizes an online seminar program by establishing and tasking a committee to administer this program.
 - A. Considering the exploratory nature of this initiative, the committee could be established for a one- or two-year term, with review and recommendations for adjustments or even discontinuation at the end of that period.

- V. Committee Functions
 - A. Committee undertakes assessment of needs, interests and, if a target group of schools already has been identified,
 - B. From survey and other sources, committee creates a working list of seminar and faculty and student conversation topics.
 - 1. Could involve one or more sessions in a package.
 - 2. Topics for students could discuss history and historiography.
 - 3. Format could include individual sessions with faculty and administrators to discuss issues in the history curriculum.
 - C. Committee compiles available-speaker/topic list (Note: Mike Sweeney's work is doing this now).
 - 1. Based on survey results or general knowledge of needs in the field, committee also identifies possible topics for seminars to be presented by visiting scholars.
 - 2. Committee recruits specific seminar leaders for this program.
 - a) This may be a matter of checking the speakers bureau roster, or
 - b) The committee specifically identifying and soliciting participation of known leaders in various fields.
 - D. Committee publicizes program's availability to colleges and universities, using mailing list developed for the survey or drawn from some other, relevant AJHA activity.
 - 1. General department mailings.
 - 2. Individual mailings where relevant faculty or administrators are known.
 - 3. Recruiting brochure to explain program and how schools and scholars can participate. These could be carried by members to academic conferences and conventions in all disciplines.

4. Information desks set up at appropriate conferences and conventions (e.g., AEJMC, Southeast Colloquium, Joint AJHA-AEJMC spring conference in New York City, etc.)

VI. Although details of the electronic connections would be left to the speaker and the school unit, the AJHA speaker committee works with interested colleges and universities and the seminar leaders to facilitate visits.

A. Sharing suggestions on hardware and software that have been successful elsewhere.

B. Monitoring, updating, and sharing "lessons learned" information of potential value to participants.

VII. Costs, Funding, and Benefits.

A. Administrative Costs (I would guess that financially) these would be pretty much the same under either model):

1. Although AJHA would need to provide a certain amount of money for administration, particularly in the start-up phase if it includes surveys and other mailing costs, we have no real way of computing that expense. It would, of course, be a function of what we decide we want to do and when we want to do it.

2. Conceivably, as the activities of the committee and agenda proposed here overlap with some other AJHA units and activities, economies of scale can be realized. For instance, a survey of programs could include questions that relate to other aspects of AJHA programming.

3. However, the Electronic Reachout model might require greater investment of time by the person or persons administering it in that it could include more formal participation in scheduling and programming.

B. Individual Session Costs.

1. Although a degree of pro bono spirit is anticipated here, scholars would receive expenses and a stipend (\$300 - \$500) from participating schools, to be negotiated by the speaker and the unit. It does seem likely that the personnel costs would not be as great in the Electronic Reachout model as the Superseminar model because they would take less time and involve less transportation. We suspect units vary in how they account for various technological costs.

2. AJHA would identify and disseminate possible outside

sources of funding, or even ways of spreading the costs among two or more academic units or programs.

3. AJHA could also undertake to create a fund, through solicitation of grants-giving organizations, to which colleges and universities could apply to offset some of the costs of participation.

C. Benefits. The Electronic Reachout model would capture all of the benefits of the Superseminar model, although at the expense of face-to-face communication and the opportunity to work one-on-one or in small groups. Besides those, benefits of this model might include:

1. Intermediate:

a) The possibility to archive presentations for further dissemination at a later time. Such an online archive would allow units to participate on their own schedules and as needs require or allow.

b) An opportunity to experiment with technology and methods of encouraging a conversation among students and faculty about media history and methods, with consequent added visibility for AJHA.

e) Prepare and distribute a list identifying schools that offer graduate courses and specializations in history, along with other pertinent information, such as names of professors who teach the courses

Plan of work:

1) Compile a master list of programs to include in sample. This will include data from the recent AJHA survey, the National Communication Association's list of institutions with graduate programs in mass communication (<http://www.natcom.org/ComProg/gpdhtm/gpindex.htm>), a similar directory from grad schools.com

(<http://www.gradschools.com/Subject/Communication---Journalism-and-Mass-Media/76.html>), and another from journalismschools.com (<http://www.journalismschools.com/>).

2) Once the master list of institutions is compiled, check websites of each department to obtain information on graduate history course offerings. Other relevant departmental websites (History, English, American Studies, Film Studies) will be checked as well.

3) For those institutions that do not have information available on the Web, personal emails will be sent to relevant departmental personnel (i.e., Department Chair and/or Director of Graduate Studies).

(This task will be relatively time-consuming and labor intensive, but it can be accomplished within a reasonable time frame. It is in essence a data-gathering project and will not require any revisions for language or substance.)

2. To stimulate interest among students:

a) Expand outreach specifically to graduate students at other conferences (broadcasting, advertising, public relations, history, English, Pop Culture, etc.).

Plan of work:

- 1) Identify conferences at which media and journalism history papers are being presented through email to AJHA listserv asking which other conferences people in the field attend.
- 2) Compile list of other email listservs relevant to journalism and mass communication (for example, those administered by H-NET and the new ICA Communication History listserv) through email to AJHA listerv.
- 3) As part of task 1e above, compile email list of directors of graduate studies for journalism and communication departments, and for other relevant departments at institutions offering communications programs.
- 4) Using information gathered from #1-3, send periodic emails to relevant listservs and graduate program directors announcing AJHA activities, conferences, and prizes.

(This task will be relatively time-consuming and labor intensive, but it can be accomplished within a reasonable time frame. It is in essence a data-gathering project and will not require and revisions for language or substance.)

b) Encourage the establishment of a Senior Scholars program, similar to the one at North Dakota State University, which invites nationally known researchers to teach a weeklong 3-4-hour seminar on mass communication history. This way, mass communication historians have the opportunity to interact with the students (who have never been exposed to mass communication history) and the faculty (who probably also have had no opportunity to see how historical research is conducted). The AJHA will contribute to the small stipend or expenses for a well-known member to travel to a school for the weeklong seminar.

AJHA Scholars Lecturer Program

In an effort to increase the awareness of the importance of history in journalism education, the AJHA has established a Scholars Lecturer program. The program will provide financial support to journalism programs interested in promoting the teaching of media history, but do not have the resources to do so.

Program Outline:

AJHA will provide a grant to be used to invite an AJHA scholar to teach a weeklong 3-4 hour seminar in an area of mass communication history. The program will be available to journalism programs that do not offer a course in history or the course is seldom taught because of a lack of resources. Applicants will need to explain the current state of historical education in their program and indicate how the AJHA scholar program will be utilized.

Journalism programs can select a scholar who is an AJHA member to assist in developing the weeklong seminar. Since this program is geared toward teaching, scholars are required to spend a majority of their time interacting with students. However, programs are encouraged to use the expertise of the scholar to begin the development of long-term plans for teaching and scholarship in mass communication history.

The proposed seminar along with a detailed budget must be submitted to AJHA Education Committee for review. The committee will make a recommendation to the AJHA Board of Directors for approval. The amount of the grant cannot exceed 50 percent of the cost of the seminar.

c) Demonstrate the research and publication potential of historical research through publicity of the top AJHA research awards and journal articles. The award-winning papers and journal articles will be placed on the AJHA Website.

Research Awards: Compile a list of award winners from past conventions, regional and national, from available dates (1998-present?) to be included on AJHA Web page. This list could also be included as a hard copy pamphlet for distribution at conferences, or as an insert with an annual newsletter, or forwarded to School directors, College deans, etc.

The listing of award winners should include a description of the specific award(s) made available at each conference/convention, with a description of the criteria involved in determining the award winner, or any additional/special notes about the name(s) associated with a particular award. Data on the individual conference/convention can be added if available, including total number of attendees or total number of papers presented (for context/perspective on the competitiveness of each award category).

The listing of award winners on the Web page could feature the following:
 Author name, with current university contact information (also, if appropriate, author's university at time of award);
 Paper title and abstract of paper (100-250 words);
 Current status of paper (under revision, published, etc.);
 Selection of sources cited in paper, especially those that may have direct ties to AJHA (previously written conference papers or *American Journalism* articles).

Note: The above items, in particular, the author's name, the title of the paper, and the author's university, could appear as links on a Web page, hyperlinks directed to university or department homepages. Also, an internal link on the paper's title could direct the reader to an abstract, or, if available, additional sources, or even the entire paper, for help in developing a database that includes bibliographic information for use as secondary sources in research.

Also: Authors could be asked to submit additional notes for inclusion in each entry, such as 1-3 sentence summary vita and/or additional description of how the paper was developed, or experiences at the conference/convention; these could either be included as information directly accompanying the paper or on a separate page, along with other commentary from award winners, as in a "Testimonials" section.

Published Papers: A Web listing of conference papers later published in journals can include information formatted similarly to the listings for award-winning papers (see above). In addition to basic bibliographic information, the listings of published papers should also include basic indicators of quality

for the respective journal, such as:

The acceptance rate;

The circulation rate;

The number of issues published each year (and/or, if available, the number of articles accepted/rejected);

The number of publications in the respective area of study (i.e. *American Journalism* and *Journalism History* are the only two in the field);

The review process (number of reviewers, blind, refereed, etc.);

Also, if available, additional articles in which the paper was cited.

The following links can accompany the above:

A link to the paper if an online version of it exists in the journal archives;

A link to the author's vita, or basic vita info, including additional papers published by the author (those presented at AJHA conferences/conventions or elsewhere);

Selected bibliography of sources from the paper (author-recommended resources).

d) Prepare and distribute a brochure that focuses on the success of schools that offer history and of people who have a history specialization. The AJHA Website will add a section on "historians in the news" and "top young media historians" (much like George Mason University's History News Network Website) as a way of showcasing work and activities.

The material for this section of the Web site can be developed directly from the material in the above section (2c). Using the combined categories of "Research Awards" and "Published Papers" as a basic measure of "success," the recurrences of particular schools over time (perhaps the past 10 years, or so) can develop at least an approximation of leading programs that feature journalism and media history.

Compile a list of the top 5 or 10 award-winning/publishing schools
 Contact the faculty member(s) associated with teaching journalism/media history in these schools and have them supply any or all of the following:
 Description of courses taught;
 Description of award-winning papers or articles published from AJHA presentations;
 Summary of work with graduate students;
 Additional bio/vita/news info for profile-like write up in newsletter.

Each faculty member can also nominate a "top young media historian" based on their direct experience in the classroom with the student or the student's success at conferences/conventions. The student can be contacted for profile information, including:

Year in program;
 Research interests;
 Plans after graduation;
 Anecdotes about experiences with AJHA, preparing manuscripts for publication, or in presenting materials to conventions/conferences.

f. Develop a proposal for a review procedure of schools' offerings in history

Every three years, the AJHA will review schools offering either a masters or a doctoral degree to ascertain the nature of their offerings in communication history. The AJHA will compile and distribute periodic reports of the findings. A copy of the report will be sent to every school that offers a graduate program.

To accomplish this charge, the AJHA will send a questionnaire to each graduate program. (The questionnaire is attached.) Addresses may be obtained from the survey that the Task Force completed previously. The questionnaire also will be maintained on the AJHA website. Each school will be re-surveyed every three years. The activities of the Task Force will also be publicized through the AJHA email listserve and the JHist listserve.

To publicize the Task Force report/reviews of schools (according to the rankings in the lists below), the AJHA will (1) send a printed copy of the report to each school annually, (2) maintain the report on the AJHA website.

Review procedure for masters programs:

At the outset of the review process, the AJHA will notify all schools of the information gathered as part of this Task Force's effort to fulfill Charge A of this Report of the Graduate Subcommittee: "a. Determine the nature of historical study that each school offers."

As part of the notification process, the AJHA will provide an opportunity for each school to supply corrected information.

As part of the three-year review, each school will be requested to provide the following information:

1. By semester, all masters-level courses in communication history offered during the previous three years.
2. A statement of whether the program requires a history course of all of its masters students

Each school will be ranked on the following checkpoints, and the AJHA will maintain and publicize a list of schools and their rankings on the checkpoints:

1. Requires at least one communication history course of all of its masters students
2. Offers a history course but does not require it of students
3. Offers no history course

Review procedure for doctoral programs:

At the outset of the review process, the AJHA will notify all schools of the information gathered as part of this Task Force's effort to fulfill Charge A of this Report of the Graduate Subcommittee: "a. Determine the nature of historical study that each school offers."

As part of the notification process, the AJHA will provide an opportunity for each school to supply corrected information.

As part of the three-year review, each school will be requested to provide the following information:

1. By semester, all doctoral-level courses in communication history offered during the previous three years. This list is NOT to include masters-level courses.
2. In the previous five years, the number of doctoral students (with their names) who specialized in communication history — that is, those students whose main area of study was communication history — and the number of course hours in communication history that each student completed
3. In the previous five years, the names of doctoral students who completed a dissertation on a topic in communication history and the title of each dissertation

Each school will be ranked on the following checkpoints, and the AJHA will maintain and publicize a list of schools and their ranking on the checkpoints:

1. Requires at least one communication history course of all of its doctoral students and offers a specialization in communication history
2. Offers a specialization in communication history but does not require a history course of all its doctoral students
3. Requires at least one communication history course of all of its doctoral students but does not offer a specialization in communication history
4. Offers a history course at least once every four semesters but does not require it of students
5. Lists a history course in its catalogue but has not offered it during the previous four semesters
6. Offers no history course