

Spring 2017



# Newsletter

## Chair's Note...

By: Josh Grimm

Every year, MAC pushes itself to continually improve. We've launched a mentor program, we're working closely with other divisions to strengthen our overlapping interests, we continue to meet with AEJMC leaders to discuss the organization's commitment with diversity, and we continue to expand our outreach through generous programs, such as the Dr. Carolyn Stroman New Graduate Student Membership Award. I was prepared to talk about all of these things, and you can bet I will at this year's business meeting. Honestly, I've been trying to write this column for a while now, but I've started and restarted it a dozen times (just ask Ben LaPoe). It's just not clicking. Right now, I have something else on my mind, and it's been on my mind for a few months.

### It's been on all of our minds.

To say these are frightening times is an understatement. Each day, we're bombarded with a fresh set of headlines announcing gains being dismantled, highlighting gross injustices, showcasing a horrifying pattern of what too many dismiss as isolated incidents. For the last few months, going online has been difficult. Granted, it was never easy—troubling news has a way of persisting in a country with the deep, entrenched divides along race, class, and gender lines. However, this is different. This is all of those horrifying injustices and tragedies emboldened.

### So what can we do?

There are tons of worthy local, national and international causes to which you can donate your time, money, and expertise. Volunteering,

calling your representatives to voice your displeasure about specific pieces of legislation, and attending a town hall (as increasingly rare as those might be) are just a few options. I'd love to see a few of you in particular run for office, but that's pretty easy for me to say.

### But what can we do as MAC members?

We can continue to stay vigilant, which is not as easy as it sounds. Years ago, someone called it "outrage fatigue," the idea that something you would have flipped out over a few months earlier now only merits a raised eyebrow or annoyed sigh. Basically, it's hard to be steadfast and resolute all the time, especially when we've got jobs, family, friends, and everyday routines.

Channel that determination into your work. We need to keep doing what we're doing...but we need to do it louder. This division is doing some fascinating, important work. There are amazing works being published, powerful conversations happening in the classroom, meaningful dialogues being opened at panels and roundtable events across the globe, all by MAC members. And yet, sometimes it passes without nearly as much recognition as soon as it should receive.

Basically, I'm asking you to share your accomplishments, your experiences, and your advice with the rest of us. Reach out, particularly on the MAC Facebook page. Don't be afraid to ask or answer questions, or brag about yourself (or colleagues or friends if they're too bashful to do so themselves). We share



because the more ideas, the more sophisticated the approach, and the stronger our resolve. Let's talk about how we're discussing systemic racism in the classroom, let's talk about our surprising findings in survey or experimental results, let's talk about a crackling back-and-forth exchange at a symposium that prompted nods from around the room. Whether it's that you're publishing your 20th book or explaining you reached a student who couldn't grasp the pervasiveness of racial bias, we want to hear about it—we need to hear about it—and I look forward to hearing from each and every one of you in the upcoming months.

This is only the beginning, and we unfortunately have a long journey ahead of us. This current crisis is not going to be solved with a single conversation, confrontation or idea, but that's how it's going to start.

## Email Recognition

By: Josh Grimm

After a frantic flurry of activity typically seen when assigning dozens of papers to dozens and dozens of reviewers, our own Student Research Chair George Daniels received this email from a graduate student (I've left off the name and any identifying information):

*Thank you for that encouraging email. Last year my experience with the MAC division was very good, which made me want to submit to the division again. Being a first timer last year, I felt very welcomed and encouraged. I want to thank you and the division for your constant guidance and support. I have met some very brilliant researchers through MAC who just don't have intelligent brains but also kind and warm hearts. I hope you have a wonderful weekend and a great summer ahead.*

I share this for two reasons. First off, this encapsulates what I love most about MAC—the camaraderie and openness is a wonderful thing, and it's one of those intangibles too often overlooked. We were all students at one point, and a room full of academics can be an intimidating place. It is a good reminder that a kind word or an extra few minutes to answer questions can go a long way.

Secondly, it's a chance to recognize officers for their hard work. These are definitely not paid positions, and official recognition tends to end as a line in the Service section of a C.V. Coordinating papers with reviewers, finalizing paper calls, organizing panel proposals and scheduling...all this work is done each year behind the scenes. I'm fortunate to have an amazing group of officers to work with, and I commend them all for their hard work!

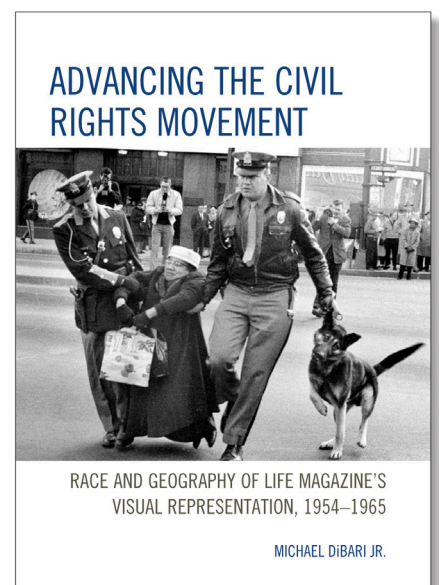


## Achievements

**Karen Turner**, Temple University, received the 2016 Provost's Outstanding Faculty Service Award; Fall 2016 Faculty Fellow at Temple's Center for the Advancement of Teaching; Temple Internationalization Grant recipient for project, "Developing Race Reporting Strategies Across Two Continents." Invited speaker to the October 2016 #ReportingRace conference in Johannesburg South Africa, co-sponsored by the Institute for the Advancement of Journalism.

**E-K Daufin**, Alabama State University, authored a chapter in *Surviving Sexism in Academia: Strategies for Feminist Leadership* (Christi Cole and Holly Hassel) titled, "The Problem with the Phrase 'Women and Minorities': Racism and Sexism Intersectionality for Black Women Faculty." In April, Daufin presented research in San Diego at the National Popular Culture Association Conference. Daufin presented on "Weight Stigma in Black Media and the Black Community (*Ebony's* Body Brigade Cover Issue), How Reality Television Can Help Abuse Survivors Navigate Power and Presence and a Spoken Word special performance titled, *Difficult Fruit*." Daufin is one of two professors asked to present at AEJ's annual conference in Chicago on the panel "Dearth of Diversity: Causes and Concerns in U.S. Journalism & Mass Communications Programs," co-sponsored by Electronic News and the MAC division. Daufin provided a short description of the AEJ panel presentation: "As said many posters and t-shirts at and since the January 20th Women's March in D.C., 'I Can't Believe I'm Still Protesting This Sh--.'" My first major research grant in 1989 was to find and study journalism and mass communication faculty of color and ask them about their work satisfaction (or lack thereof). They said institutional and unconscious racism from the administration, staff, faculty and students was the main reason for job dissatisfaction and their desire to leave academia. Moreover the women of color faculty said that what we now call the intersectionality of racism and sexism made them even more dissatisfied, lower paid and likely to leave than the men of color. Coming out in 2017 is one of my latest publications, a chapter in *Surviving Sexism in Academia: Strategies for Feminist Leadership* (Christi Cole and Holly Hassel eds.) titled, "The Problem with the Phrase 'Women and Minorities': Racism and Sexism Intersectionality for Black Women Faculty." My presentation will address head on some of the manifestations of White and male privilege in Journalism and Mass Communication programs (that may not be readily apparent to those who have those unearned privileges) and I will describe some potential pathways for overcoming personal and institutional biases. I plan to 'retire' early from ASU at the end of this semester while continuing to help Dr. Almas with the ASU student poetry group Pulse and other campus co-curricular activities."

**Michael Dibari**, Scripps Howard School of Journalism and Communications, authored *Advancing the Civil Rights Movement: Race and Geography of Life Magazine's Visual Representation, 1954-1965*. The book examines the way Life Magazine covered the civil rights movement visually and geographically. Dibari addresses Life's visual impact and representation in the struggle for equal rights.



## Recent Achievements by Federico Subervi



It was an outstanding summer and fall 2016! From late May to early June, I traveled to Vieques, Puerto Rico, to direct the first audience study for Radio Vieques, a local community radio station on that island-municipality. That project was made possible thanks to the collaboration with professors Ivelisse Rivera Bonilla and Maximiliano Dueñas Guzmán, of the University of Puerto Rico-Humacao. Another key collaborator on this project was professor Julián Jeffries of California State University-Fullerton, who traveled to Vieques with 13 students who engaged in field research that included audience surveys. Then I headed across the globe to Fukuoka, Japan, to attend the International Communication Association's annual conference, for which as Chair of the Ethnicity in Communication Division, I was in charge of that Division's conference program and related activities. The month ended with a meeting, in Fort Lauderdale, Florida, with Mary Mathis, Founder & CEO, and the staff of Latinarrific.com, an emerging multiplatform movement to empower Latinas to be their best bi-cultural self. For this organization I was invited to be a member of the advisory committee.

In late July I traveled to Leeds, UK, to attend the International Conference of Media & Governance in Latin America, at which I presented my developing research about the media system of Puerto Rico. A week later, in early August, I was off to Minneapolis to participate in the annual conference of the Association for Education in Journalism. In mid-August, thanks to an invitation of professor David Maciel, I went to the Universidad Nacional Autónoma de México in Mexico City to participate on a panel discussion about Latinos, the 2016 elections and implications for that country. Before the end of the month, I was invited to lecture on a similar topic at University of Texas' professor Victoria DeFrancesco-Soto's graduate class at the LBJ School of Public Affairs. August closed with a visit to Puerto Rico to attend the 50th anniversary of the Proyecto de Estudiantes Orientadores—a "big brother/big sister" student-to-student orientation program that I was part of at the University of Puerto Rico during my college years. That organization was instrumental in my developing self-confidence and leadership skills. September started with an invitation that professor Hernando Rojas extended for me to visit the School of Journalism & Mass Communication at my Alma Mater, the University of Wisconsin, to deliver a lecture about Latinos and the 2016 elections. Shortly after, I attended the Annual Conference of Ford Foundation Fellows, and of the Senior Ford Fellows, in Washington, DC, at which I served on panels to address challenges and guidelines for success in academia. Another series of lectures about Latinos and the 2016 elections were delivered at California State University in Fullerton in early October. This invitation was made possible thanks to professor Julián Jeffries, and also professor Inéz González, Director of the Latino Communication Initiative of the College of Communications.

Before the month was over, I traveled to Barcelona, where thanks to professor Joan Cuenca Fontbana, the Facultat de Comunicació – Blanquerna of the Universidad Ramón Llull invited me to deliver the opening lecture for the incoming Masters class, and also two additional guest lectures. November also brought an international experience with a week-long series of lectures to students from various countries attending the School of Journalism & Mass Communications at St. Petersburg State University in Russia. This invitation, funded by the U.S. Consulate in that city, was made possible thanks to professor Svetlana Bodrunova, who directs research efforts on ethnic media in that country. The travels for the year ended with another visit to Puerto Rico to further my research about the media system of my home country.

In between travels, I completed four book chapter manuscripts, two of which were published this year, plus an article, published in *Diálogo UPR*, the bi-weekly web-based newspaper of the University of Puerto Rico. The two published book chapters are: "The State of Emergency Communications at a Time of Population and Linguistic Shifts: A Case Study in Central Texas," published in M.E. Cepeda & D.I. Casillas (Eds.), *The Routledge Companion to Latina/o Media* (pp. 123-142), NY: Routledge, 2016; and "Do Spanish-Language Broadcast Media Serve a Changing America?," published in M. Lloyd & L. Friedland (Eds.), *The Communication Crisis in America, And How to Fix It* (pp. 95-105), NY: Palgrave Macmillan, 2016. The newspaper article is titled *Escasa la investigación sobre comunicación política en Puerto Rico*, available on line as of October 13 at <http://dialogoupr.com/escasa-la-investigacion-sobre/> This piece is based on my analysis of the masters' and doctoral thesis about communication completed at the University of Puerto Rico between 1950-2015.

Another achievement was wrapping up my role as advisor for two doctoral students from Kent State University, and a master's student at Texas State University all of whom graduated this year. Also valuable for me was being able to help launch the Mentorship Program of the Minorities & Communication Division, Association for Education in Journalism & Mass Communication. During the year, I continued my duties as Secretary of the Board of Directors of the Latino Public Radio Consortium. In November, new horizons in community service were opened when I was elected to the Board of Directors of the National Association for Media Literacy Education.

Last, but certainly not least, it was fabulous to spend more time with my family, including my grandson Preston, whom I taught how to play chess.



Presenters Emmanuel Nwachukwu, Hassan Abdallah and David Shabazz take a photo with audience members after their presentations at the 2017 AEJMC Midwinter Conference. The panel titled, “Interpersonal communication and media: Perceptions of race, ethnicity and image” was sponsored by Minorities and Communication Division.



Panelists, discussant and moderator for the MAC session on local journalism, images and race.

## **MAC Division Begins Second Decade in Midwinter Conference**

By: George L. Daniels, MAC Student Research Chair

For the eleventh year in a row, the Minorities and Communication Division served as one of the participating divisions in the AEJMC Midwinter Conference, which was held again this year at Gaylord College of Journalism and Mass Communication at The University of Oklahoma.

As the very first MAC Midwinter Research Chair in 2007, I was particularly pleased to see our division begin a second decade as a participating division. Our involvement has been pretty stable for the past decade. We had 14 papers that were presented this year, compared to 13 in the first year of our participation 2007.

The conference serves as an important event for graduate students, many of whom are presenting research for the first time. It's also a great place for getting feedback on new research projects that are being prepared for submission to the AEJMC Annual Conference in August.

"It kicked us into gear and pushed us to finish a version of the paper," said Laura Castaneda, professor of professional practice at the Annenberg School of Communication at University of Southern California, who co-presented her paper and served as a discussant for the MAC Division.

As Minorities and Communication Student Research Chair, I utilized the midwinter conference as a critical point to encourage graduate student presenters to revise papers for the April 1st deadline. In one session, I discussed the rubric that is used to review research papers. Often, the entire peer review academic conference research process is mysterious to students.

This year in addition to the research conference, the Gaylord College also hosted the Associated Press Managing Editors NewsTrain workshop, which had concurrent seminars on such topics as "Using Social Media as Powerful Reporting Tools," "Viral Video: Shooting Shareable Smartphone Video" and "What You Need to Know about Virtual Reality and 360 Video."

For the last few years, each participating division in the Midwinter Conference selected a TOP Paper abstract, based on the scores given by reviewers of the initial abstract.

Our top paper in the Minorities and Communication Division was "A gentlemen's agreement: How local press imagines and re-imagines the place of minorities in the community." (Name of author is not being disclosed as the paper may be under review for the upcoming AEJMC Annual Conference in Chicago)

## **We Can, and Should Speak Our Truths in the Classroom**

By: Melody Fisher, Teaching Standard Chair

In an article published on the "Chronicle for Higher Education" online newsletter, author Tom Hesse writes of conservative activists who serve as "watchdogs for higher education." These groups encourage students to record and post liberal-ranting professors on Facebook. While I know of students who record lectures for note-taking purposes, this type of seemingly malicious intent can quell an instructor's desire to offer personal perspective on current events. Those of us who are members of minority groups and/or study minority groups are challenged with presenting controversial information to unreceptive students now more than ever. How, then, do we achieve this goal without being accused of indoctrinating or encouraging students to conform to our beliefs?

### **We return to our reason for teaching.**

I have always been concerned with developing the holistic student – one who doesn't just regurgitate information, but thinks critically on matters and constructs informed opinions; one who is socially aware and not apathetic and one who respectfully challenges me, but agrees to disagree. Although idealistic, this is the student I want to engage in the learning process, and although we can't reach them all (as I've been told) we must recognize the part we play in their lives.

I am often reminded of my role in the transformative process of my students. Whether it is an email from a former student connecting a classroom discussion to a current experience, or the look of dissonance on a face when a strongly held belief is challenged, I accept my duty to present diverse ideas in class.

As the only black professor in my department, my unique perspective is necessary for my students' holistic experience. For many of my students, I am their first experience with a black instructor, and I believe it is my charge to expose different perspectives in my teachings. For example, while discussing the effectiveness of opinion leaders in my public relations case studies course, I applied the example of Donald Trump's meeting with Steve Harvey and Martin Luther King, III to strengthen relationships with the black community. During this discussion, I recognized students were unaware of the president's history with minority groups. Be it that they were conditioned to think a certain way or enacted selective exposure, they were oblivious to his polarizing personality. I also recognized that had I shied away from the discussion, the students would not have been privy to facts.

In classrooms where group think, the spiral of silence, and now recording devices abound, we can't allow the threat of social media posts and student indifference to intimidate the need to speak our truths.