

SPRING 2021

NEWSLETTER



MAC 50th Committee plans sessions to mark anniversary

By Kenneth Campbell
MAC 50 Chair

The MAC 50th Anniversary Committee has planned sessions to be held at three different virtual conferences in March. The sessions are a tribute to the impactful role of the MAC Division in AEJMC, the media, and research and scholarship since its founding 50 years ago. The MAC Division is credited with raising issues of racial diversity and inequity and advocating on behalf racial minorities in the media, research and scholarship.

AEJMC Midwinter Conference,
Saturday, March 6, 2021, 11:10 a.m.-12:20 p.m. CST
Panel Session: A disproportionate crisis:
Race and COVID-19-related communication needs and concerns

Moderator: Monique Luisi, Missouri
Panelists: Rebekka Schlichting, Kansas; Vincent Peña, Texas;
Tiffany Jones, Missouri; Ashley Jones, Mississippi State;
Antonio Gardner, Mississippi State

AEJMC Southeast Colloquium,
Friday, March 19, 2021, 5-6:15 p.m. EST
Panel Session: MAC: The Voice in AEJMC
for Racial and Ethnic Diversity
Moderator: Melody Fisher, Mississippi State

Panelists and year served as MAC Head:
Phil Jeter, 1986-1987, Winston-Salem State (Emeritus);
Sharon Bramlett-Solomon, 1995-1996, Arizona State;
Paula Poindexter, 1998-1999; 2013-2014, AEJMC President,
University of Texas at Austin;
Ilia Rodriguez, 2010-2011, New Mexico

Media & Civil Rights History Symposium,
Friday, March 26, 2021, 9 - 10:15 a.m. EST
Research Session: MAC 50th Anniversary Tribute
This session celebrates the 50th anniversary of the founding of the Minorities and Communication Division (MAC) of the Association for Education in Journalism and Mass Communications.

Moderator: Sydney Dillard, DePaul University
Paper Presenters:
George L. Daniels, Alabama – The Movement before MAC: 1960s Agents for Media Education Diversity

Sage Meredith Goodwin, Oxford- The Lily-white Television Newsroom: Civil Rights on Screen and the Colour Line: Behind the Scenes in 1960s America

Denetra Walker, South Carolina – Soldiers for Social Justice: NABJ Championing the Call from the Civil Rights Movement to Black Lives Matter

Bala James Baptiste, Miles College – African American and Civil Rights Radio: Chicago vs. New Orleans

James West, Northumbria University – Let's Get It Together: The Greyhound Corporation, Civil Rights, and Corporate Social Responsibility in Postwar America

Joyce Farley, Universities Allied for Essential Medicines – In Absentia: Black Detroit & The Story of Sunday, July 23, 1967

Minorities and Communication Division



For more information, contact committee chair Ken Campbell at
KENCAMP@mailbox.sc.edu.

TABLE OF CONTENTS

1 MAC 50TH COMMITTEE PLANS SESSION TO MARK ANNIVERSARY

3 A NOTE FROM MAC HEAD

GETTING YOUR RESEARCH IN SPECIAL ISSUES

4 NEARLY TWO DOZEN MAC SCHOLARS PRODUCE BOOK ON TEACHING RACE

5 ADMINISTRATORS OFFER ADVICE TO MAC-2-MAC PARTICIPANTS

6 THE SHOW MUST GO ON: TEACHING DUAL AUDIENCES SIMULTANEOUSLY

7 MACD MEMBER NEWS

8 MACD CALL FOR PAPERS

10 CALL FOR PAPERS, SPECIAL ISSUES

A NOTE FROM MAC HEAD

Hello MAC members,

Please enjoy our spring '21 issue of the MACD Newsletter. Spring is my favorite season. Warmer temperatures, blossoming bulbs and summer break planning are just what I need to get through the semester. With mass production and distribution of the COVID-19 vaccine, this spring adds the anticipation of a return to normalcy (somewhat).

AEJMC leadership announced the annual conference will return to a virtual modality this year. Although we will be physically apart from one another, I urge you to stay connected to MAC's social media accounts, ListServ and website for announcements regarding our business meeting and other changes leading up to the August gathering.

This issue highlights the talents and expertise of our members. MACD boasts master educators, guest editors, administrators and authors of the first book published by an AEJMC Division in the Rowman and Littlefield Master Class series. Additionally, former MAC head and 50th Committee Chair Ken Campbell presents March panels observing MACD's golden anniversary. The sessions continue our division's commitment to scholarship, service and education on race, ethnicity and communication.



Melody Fisher

Lastly, I want to thank former MAC Head Masudul Biswas for creating the anniversary logo and Mississippi State public relations intern Cassie Gates for the layout and design of this edition. Please contact me if you are interested in leading the production of our summer edition commemorating MACD's 50th anniversary and Dr. Lionel Barrow, Jr.'s legacy.

GETTING YOUR RESEARCH IN SPECIAL ISSUES

By: Dr. Danielle Kilgo
Faculty Research Chair

Recently, I, alongside Dr. Summer Harlow, a MAC member and Dr. Paula D. Poindexter 2020 Grant Recipient, secured the opportunity to guest edit a special issue for the "International

Journal of Press/Politics" on Protest and the Press (<http://bit.ly/ProtestPressIJPP>). In January, I welcomed questions researchers had about the during a MAC 50 Ask Me Anything event, and talked about some of the parameters and scope of the journal, relevant literature and ideas, and things I thought could make entries more successful. If you're interested in submitting, here are two key important things:

- 1) The journal has an international scope but that doesn't mean research has to compare media systems in countries. However, there must be an international or transnational application.
- 2) Key to this special issue is the relationship of advocacy efforts with news media.

Special issues offer a unique opportunity to publish research alongside researchers interested in similar topics or theories, which provides many advantages in terms of circulation and impact. I encourage you to email me (dkilgo@umn.edu) or Summer with any questions. Also, check out the special issues in Howard and JMCQ, led by MAC membership chair and previous MAC head, Dr. Mia Moody-Ramirez!



Dr. Danielle Kilgo leads discussion during MAC's 2nd AMA session. Dr. Kilgo answered questions and gave pointers on submitting to special issue, "Protest and the Press."

NEARLY TWO DOZEN MAC SCHOLARS PRODUCE NEW BOOK ON TEACHING RACE

By: George Daniels
Immediate Past Head

A year ago in this newsletter (Spring 2020) as part of my HEADS NOTE, I first introduced the idea of a Diversity Teaching Book Project. It was built on the premise that one of the many great things we do well here in the Minorities and Communication Division is support faculty who are doing teaching on issues of diversity, equity, and inclusion. I pointed to the numerous panels each year we co-sponsor at our annual conference focus. Thanks to those who responded to the call to be involved in this book project. The invitation to produce a book was extended to our division by the editor for the Master Class Series, a partnership between AEJMC and Rowman & Littlefield. Within the MAC Division, Danielle Kilgo, Mia Moody-Ramirez, Mas Biswas, Robbie Morganfield, Gabriel Tait and Dorothy Band formed our committee. This is the group responsible for generating the ideas that resulted in our book proposal, which received positive reviews. We announced last summer during our Members Meeting at the Virtual Conference that a proposed project had been approved by the AEJMC Board of Directors. It would be the fourth title in the Master Class series that launched in 2018. Proceeds from the sale of the book go to the AEJMC sponsoring unit. In other words, with every book sold, the MAC Division will gain revenue to continue our good work. On October 2, the writing team held our one and only virtual meeting and began work in earnest. I am happy to report the proposed book project, *Teaching Race: Struggles, Strategies and Scholarship in the Mass Communications Classroom* is complete and now in the hands of the publisher. The 274-page manuscript includes contributions of 20+ MAC members, all working faculty at many types of colleges and universities—research schools, teaching institutions, traditionally White institutions, and historically Black colleges and universities. Nearly 100% of the team is made up of members of the MAC Division.

The following is a partial listing of some of the chapters included in the volume:

- Radically Transforming Programs and Syllabi
- Creating Spaces of Collective Unlearning
- Incorporating a Critique of Coloniality
- Teaching Race within an Intersectional Framework
- Committing to Excellence in Diversity and Accreditation



Contributors to *Teaching Race: Struggles, Strategies and Scholarship in the Mass Communication Classroom* held a virtual meeting Oct. 2, 2020 to begin work on the book scheduled to be published August 2021.

- Committing to Excellence in Diversity and Accreditation
- Teaching Diversity at HBCUs Requires a Deeper Dive
- When the Lecturer is Biracial or Multiracial
- Teaching Diversity in Immersive Learning Courses
- Embracing a Pedagogy of Pain

On January 6, 2021, as we were meeting to begin editing the chapters and perspectives submitted for this project, co-editor Dr. Robin Blom (Ball State) informed me that dozens of protesters had stormed into the U.S. Capitol as members of Congress were to certify results of the 2020 Presidential Election.

While the book was nearly done, we were able to include an additional chapter—an Afterword—that addresses the Insurrection in the context of race, counter, and dominant narratives in the classroom.

My thanks to Dr. Blom, who joined me in leading this project. He brought an invaluable set of skills including a solid foundation in the scholarship of teaching and learning as well as keen understanding of the nuances of researching the topic of race. We could not have produced such a project without him.

We look forward to sharing more about the book at our AEJMC Virtual Conference in August.

ADMINISTRATORS OFFER ADVICE TO MAC-2-MAC PARTICIPANTS

By: Kathleen McElroy
MAC-2_MAC Co-Chair

MAC-2-MAC attendees recently heard tips from two college administrators on how to successfully navigate academia -- especially on when to speak up, and when to listen or pause. Dr. Earnest Perry, dean of the graduate studies at the University of Missouri, focused his Nov. 13 session on tempered resistance and authenticity in the academy. He said that when students were holding peaceful protests on his campus about five years ago, he held an entire class on difficult conversations. He added that he knew his students would especially want the perspective of an African-American professor.

More important, he said, is the way he approaches those whose perspectives are antithetical to his. "Listen to their stories, getting them to break down" their points of view," he said.

If you're going to be an effective communicator, journalist, strategist, then listening is the most important trait to have in your arsenal," he continued. "To be effective, you need to listen more, talk less and enter into conversations as opposed to firing off questions." To help control emotional responses, Dr. Perry suggested pausing before communicating. When he has done so, "it brought down the temperature to a level where you can have a conversation that connects with the authentic, lived experience of those you are trying to understand."

In all situations, though, he said always be your authentic self, "even when things are tough." He told the women attendees not to fall into the trap of conforming to white



Dr. Earnest Perry



Dr. Gracie Lawson-Borders

patriarchal standards: "Don't lose your authenticity and what you believe in. Then you'll be successful." Dr. Gracie Lawson-Borders, dean of the Cathy Hughes School of Communication at Howard University, also emphasized the importance of listening in her Feb. 12 discussion on administration. As an example of her leadership style, she told MAC-2-MAC attendees about hosting monthly meetings with the entire college staff and faculty. "I'm talking for a brief moment then I get out of the way," she said.

Dr. Lawson-Borders described her approach to administration as "open door, transparent, approachable." As far as dealing with people, she pointed out: "As dean, I'm managing up as well as down." She added that it's important to build consensus, especially with faculty. "Always see where you can get buy-in," she said. She called being dean "rewarding" and said her idea of success is "when I see other people's success." She also said she encourages faculty to participate in university-wide committees so they learn more and network across Howard. She pointed out that much administrative work is mundane. At the end of the day, "40 to 50 percent, you really do have to make the trains run on time," she said. During the Q&A, Dr. Lawson-Borders was asked how to address reviews that might not reflect the ways the COVID-19 pandemic negatively affected a faculty member. She advised: "No matter what your process is, say, 'I want to send a letter to be added to this.' COVID, in fact, will change how departments are run. "Anything that happened before March 2020 is not the same," she predicted. The final MAC-2-MAC mentoring session of the semester will take place in April. Dr. Laura Castañeda, Professor of Professional Practice in Journalism at USC Annenberg, will lead a discussion on public scholarship.

THE SHOW MUST GO ON: TEACHING DUAL AUDIENCES SIMULTANEOUSLY



Keonte Coleman, PhD
Teaching Standards Chair

“Hello, Class! Hello, Zoomers! Can you hear me? Can someone speak up for me so that I can test the speakers for the Zoom audio? Give me a thumbs up if you can see my shared screen.”

This greeting is the new normal for many of us teaching in-person and online simultaneously during the coronavirus pandemic. It’s almost like being a late-night comedy show host trying to make jokes work for the people in the studio and those watching at home. Honestly, I’d much rather do one or the other. However, I’ve adapted to the dual-audience model, and I think there are good, student-centered reasons to keep it as an option once the pandemic ends.

This model provides flexibility for an increasing number of students who balancing educational responsibilities with real-world obligations. My students have three options for attending class. The first option is a

hybrid model. My classes meet twice a week, so I’ve assigned each student a day to attend in person and a day to Zoom to help maintain the social distancing guidelines for the classroom. The second option allows the students to take the course completely online via Zoom. The third option presented itself when I noticed that several students consistently chose the online option. That left the number of in-person learners small enough so that anyone who prefers to attend each class in person may do so without exceeding the socially distant seating limit. As an added layer of flexibility, students are allowed to Zoom on any day, no questions asked.

The sample size is too small and anecdotal to generalize, but class attendance in my courses has been better with the dual-audience model. Students have been able to attend class when they are too sick to leave the house but well enough to sit and watch from home. Car troubles, traffic congestion, appointments, work schedule changes...all of these were reasons that kept students from attending my classes in previous semesters. Now they know that they can still join the class without penalty or Judgment.

This last point might be my favorite. There are no excuses for missing any lecture content because the class sessions are recorded.

Even if a student cannot make it to class, they are still held accountable for that day’s content because it is readily available in our learning management system. Students can always refer to the videos for information they missed or to revisit lecture material.

There are plenty of articles and resources out there that will provide you with tips on how to best teach in person and online simultaneously, so I didn’t need to reinvent the wheel here. I’ve found that even my hands-on journalism courses can be successful using this model. I never thought I’d be teaching students how to shoot and edit video via Zoom, but it can be done. It might be uncomfortable and take more effort on your part to serve both audiences, but if you’re able to reach more of your students more often, isn’t it worth it?

STAY CONNECTED WITH US



@MacAejmc



@mac.aejmc



<https://www.mediadiversityforum.lsu.edu>

/MAC/

MACD MEMBER NEWS



Masudul Biswas, Associate Professor at Loyola University Maryland recently added three new publications to his dossier. He contributed the chapter, "Media Coverage of Controversial Child Marriage Restraint Act, 2017, in Bangladesh" to the 2021 book "Misogyny Across Global Media" published by Lexington Books: Rowman & Littlefield. In Fall 2020, he co-authored "State of DataViz and Data Storytelling Education in Journalism and Communication Programs: An Exploratory Study" for the Teaching Journalism & Mass Communication journal and his co-authored research article "African-American Online Newspapers' Coverage of Policy Debate on the Affordable Care Act in 2017" for the Newspaper Research Journal.



Professors **Mia Moody-Ramirez**, Baylor University and **Ernest Perry**, Missouri are guest editors for Journalism & Mass Communication Quarterly Special Issue, "The Role of Social Media in the Black Lives Matter Movement." See call for papers on p. 10 for more information.



Jenny Moore was promoted from Associate Clinical Professor to Full Clinical Professor of Communication at Texas A&M University-San Antonio. Visit <https://jennyhmoore.com> to learn about her work on under-represented students and vulnerable communities in South Texas.



The International Journal of Press/Politics selected **Summer Harlow**, University of Houston and **Danielle Kilgo**, University of Minnesota as guest editors for its special issue "Protest and the Press." See call for paper on p.10 for more information.

San Francisco State University Associate Professor of Journalism **Cristina Azocar's** article, "The Effects of Social and Entertainment Media on Body Dissatisfaction and Social Comparison of Men with Marginalized Identities" was published in the International Journal of Home Economics.

University of South Carolina doctoral scholar **Denetra Walker's** research, "There's a Camera Everywhere: How Citizen Journalists, Cellphones, and Technology Shape Coverage of Police Shootings" was published online in the February 2021 issue of "Journalism Practice." Walker found, through in-depth interviews with television news journalists, that technology influenced their coverage of deadly, highly-publicized shootings. She was also named as one of 13 of the "brightest research minds" campus-wide from the University of South Carolina as a "2021 Breakthrough Stars Award Recipient" through the Office of the Vice President for Research. The award recognizes graduate students who are nominated by graduate directors and reviewed by an internal faculty committee as making considerable scholarly contributions in their field



Arizona State University Associate Professor **Sharon Bramlett-Solomon** presented a commentary, "Black Protests, Evolving Media and Social Change" during the plenary panel "Covering the Media's Role in Covering Protest and Controversy" at the American Bar Association's 2021 Conference.

CONFERENCE PAPER CALL

MINORITIES AND COMMUNICATION DIVISION

The Minorities and Communication Division invites submissions of original research on any topic related to minorities in communication. Submissions employing any generally regarded scholarly method of inquiry are invited. Papers should include appropriate literature reviews, methodology, findings, and discussion. Only one paper per primary (first) author will be sent out for review.

The term “minorities” has been defined to include Latina/os, African Americans, Asian Americans, and Native Americans. Therefore, papers examining how these groups present images, news and/or other information about themselves, as well as those examining how issues and/or perspectives related to race/ethnicity and diversity are featured in mainstream or other specialized media, would generally fall into this division’s area of interest.

This division also welcomes papers on teaching or pedagogy related to minorities in communication.

EXTENDED ABSTRACT PAPER FORMATTING

In light of the extraordinary and historic disruptions to the lives of faculty members and graduate students as a result of the spread of the COVID-19 virus, we accept extended abstracts for the 2021 conference. Extended abstracts should contain all of the same content sections and elements that would normally be used in the full paper, including the study’s purpose, literature review, research questions and/or hypotheses, method, findings and discussion/conclusion. The main difference, however, is the length of this submission format. For authors considering the extended abstract option, data collection and analysis must be at least 75% complete in order to meaningfully report tentative findings and conclusions. Authors should clearly report in the Method and Findings sections how far along the data collection and analysis phases are, respectively, and explain what steps remain and the anticipated value/contribution of these steps, so that reviewers can assess the foundations on which conclusions are based.

The extended abstracts must be at least 750 words long but no more than 1,500 words, excluding any references, tables, or figures. Extended abstracts must include a reference list. The reference list and summary are not included in the word count. When submitting in this format, authors must include the words “Extended Abstract” at the start of their paper title (e.g., “Extended Abstract: [Your paper title]”). Authors should clearly indicate the same on the title page of their submission. Submissions that are not appropriately labeled may be rejected. Authors whose extended abstracts are selected for presentation at the conference must still submit their full paper before the conference.

FULL PAPER FORMATTING

Papers should not be more than 25 double-spaced pages, excluding references, tables, figures, and other graphics. If it is not historical research,

APA reference style is preferred. If these rules are not followed, papers are subject to disqualification. Also, follow the instructions in the 2021 AEJMC paper competition uniform call.

Awards will be presented to the authors of the top three faculty research papers. A certificate along with a check will be awarded to each of the three faculty research winners during the Minorities and Communication Members' Meeting.

STUDENT PAPERS: Graduate and undergraduate students are encouraged to submit original research regarding minorities and communication. Student papers are ones in which ALL of the co-authors are currently enrolled students.

The paper must be correctly submitted to the MAC Student Competition category online. Student papers should include a separate cover sheet that indicates their student status (i.e. Ph.D. Student, M.A./M.S. Student) but omits the author's name.

All students whose papers are accepted for presentation in the Minorities and Communication Division will be considered for the Dr. Carolyn Stroman New Graduate Membership Award. Eligible recipients must be current members of AEJMC who do not have a MAC membership.

The MAC Division recognizes the top three student papers. A certificate along with a check will be awarded to each of the three winners. Both authors of winning students research papers and the Stroman New Graduate Membership Awards are recognized at the Minorities and Communication Members' Meeting.

SELF-IDENTIFYING INFORMATION:

Authors are reminded to check their manuscript for self-identifying information of any kind, including following a particular style guide's directions on matters of self-citation. Authors are strongly encouraged to submit their papers at least a day or two before the deadline. All papers submitted will be pre-screened for identifying information and proper submission in the student/faculty category. In the event of the inclusion of self-identifying information PRIOR to the deadline, authors will be allowed to resubmit their manuscript prior to the deadline. After the deadline, as per the uniform call, papers with identifying information will be automatically disqualified.

Reviewers Needed

Lend your research expertise and service to the 2021 AEJMC Minorities and Communication Faculty and Student paper competition. See website or contact research chairs for more details.

QUESTIONS? Faculty Competition Contact: Danielle Kilgo, Faculty Research Chair, University of Minnesota, Twin Cities.
Email: dkilgo@umn.edu; Student Competition Contact: Maria DeMoya, Student Research Chair, DePaul University.
Email: mdemoyat@depaul.edu

CALL FOR PAPERS

MAC Leadership 2020-2021

Head

Melody Fisher
Mississippi State University
mfisher@comm.msstate.edu

Vice-Head

Sydney Dillard
DePaul University
sdillar2@depaul.edu

Second Vice-Head

Maria DeMoya
DePaul University
mdemoyat@depaul.edu

Secretary

Angie Chuang
University of Colorado Boulder
Angie.Chuang@colorado.edu

Faculty Research Chair

Danielle Kilgo
University of Minnesota
dkilgo@umn.edu

Student Research Chair

Maria DeMoya
DePaul University
mdemoyat@depaul.edu

MidWinter Coordinator

Monique Luisi
University of Missouri
luisim@missouri.edu
Robbie Morganfield
North Carolina A&T University
rmorganfield@NCAT.edu

Teaching Chair

Keonte Coleman
Middle Tennessee State University
Keonte.Coleman@mtsu.edu

PF&R Chair

Leticia Williams
Howard University
leticia.williams12@howard.edu

Graduate Student Liaison

Denetra Williams
University of South Carolina
denetra@email.sc.edu

Mentoring Co-Chairs

Kathleen McElroy
University of Texas at Austin
kathleen.mcelroy@austin.utexas.edu
Miya Williams Fayne
California State University-Fullerton
mwilliamsfayne@fullerton.edu

Membership Chair

Mia Moody-Ramirez
Baylor University
Mia_Moody@baylor.edu

Grants Chair

Vanessa Bravo
Elon University
vbravo@elon.edu

Social Media Coordinator

Miriam Hernandez
California State Dominguez Hills
hdzmiriam@gmail.com

Special Issue Call for Papers:

"The Role of Social Media in the Black Lives Matter Movement"

Guest editors: Mia Moody-Ramirez and Earnest Perry

Deadline for Submissions: June 1, 2021

Expected publication: Summer 2022

Journalism & Mass Communication Quarterly is soliciting submissions for a special issue on the Black Lives Matter Movement with a focus on social media. We are seeking research contributions that examine social media activism and the use of the #BlackLivesMatter hashtag and the broader context of media stereotypes and social media myths and narratives.

Submissions are encouraged to examine a range of dominant frames, myths and social media narratives that depict BLM in a negative light and how the BLM movement has countered some of these narratives and been able to reframe them in a more positive manner.

For article submission, please visit
mc.manuscriptcentral.com/jmcq.

For questions contact guest editors Mia Moody-Ramirez,
Mia_Moody@baylor and Earnest Perry, Perryel@missouri

Call for Papers for a Special Issue of The International Journal of Press/Politics

"Protest and the Press"

Guest Editors: Summer Harlow and Danielle Kilgo

Deadline for submissions: September 15, 2021

Expected publication: October 2022

This special issue of The International Journal of Press/Politics aims to provide new research perspectives on how news media's coverage of police and protests contributes to the legitimization of some movements and the delegitimization of others, with the goal of fleshing out the hierarchies of social struggle created by the press (Kilgo & Harlow, 2019) and the effects of that hierarchy on the public.

With this special issue we aim to bring together scholarly expertise from various disciplines and parts of the world. In particular, we encourage inter-disciplinary work that bridges different subdisciplines within communication as well as integrating approaches from sociology, political science, and criminal justice, among others.

Authors interested in submitting their work are encouraged to contact the guest editors, Summer Harlow (sharlow@central.uh.edu) or Danielle Kilgo (dkilgo@umn.edu) with questions.