

Magazine Matter

AEJMC Magazine Division Newsletter

Fall 2012 vol. 31, no. 3

Note from the Division Head



Dear Members,

Welcome to the fall issue of *Magazine Matter*. At the annual conference in Chicago last August, I set forth several goals for the division, and I'm pleased to tell you about the progress we've made.

As I said in Chicago, I'd like the division to become more unified in preserving and improving the magazine in all its forms. Some members came to the academy through the profession. Their creative work and teaching contributions help students become writers, editors, designers and other producers of magazine-style content. Other members are active in the scholarly realm. They explain bigger-picture issues, the magazine's social role, and what magazines say about our culture, our politics and the way we view ourselves.

Through our creative and scholarly work, as well as our teaching, we show the education we're providing is essential for the future of journalism.

My goals for 2012-13 academic year are the following:

- 1) Develop a **mentor list** for members looking to publish works in the academic and trade press. Subject areas include magazine history, tablet strategies and social media.
- 2) Strengthen the division's **connection to the industry**.
- 3) Develop **programming for the next conference** that involves sessions focused on **newer magazine media**, including tablets and social media.

We have made progress on all three goals. First, many of you have added your contact information and areas of specialty on our mentor list, which can be found at <http://bit.ly/SF6qUz>. If you're looking for some guidance

on a particular magazine-related topic, the mentors on this list are here for you. Second, I'm pleased to report a significant number of PF&R panels for the 2013 conference in Washington. The next issue of *Magazine Matter* will include previews of these and other sessions.

Last, this issue of *Magazine Matter* revolves around the theme of why we teach magazine journalism. As schools are being pressured to take a more medium-agnostic approach to teaching journalism, it's refreshing to hear about how division members are evolving their curriculum and reframing their work teaching writing, editing and design for all magazine media.

Please like the division on Facebook, suggest people in the industry "like" us as well, and use the page to link to relevant articles or get discussions going.

Let me know if you have any suggestions on how make the division better. I'd love to hear from you. I can be reached at jmarino7@kent.edu.

Best,

Jacqueline Marino
Kent State University

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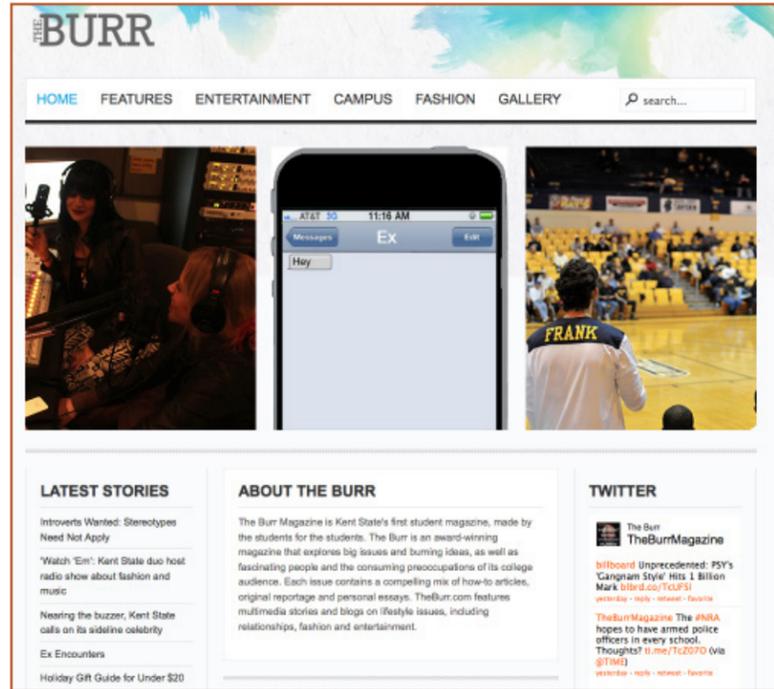
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Why We Teach Magazine Journalism

By Jacqueline Marino, Head, AEJMC Magazine Division



At many of our schools, students get excellent experience working for magazines on multiple platforms. One example is the website of *The Burr*, the oldest student magazine at Kent State.

Over pizzas at AEJMC Chicago, about a dozen members discussed how difficult it's become to teach journalism for a nearly 300-year-old medium. Yes, our students still love magazines. But because of the increasing emphasis on creating content for digital devices, many magazine programs have been scaled back or cut. Even at schools that continue to

have a variety of magazine course offerings, however, those of us teaching magazine journalism often find ourselves on the defensive. Administrators and other faculty tend to lump magazines into the doomed "print" category. While magazines have not declined as dramatically as newspapers, the industry has suffered over the past year. Newsstand circulation fell and many magazines slashed their staffs. *Newsweek's* announcement that it plans to stop publishing a print edition also dealt a psychological blow.

Industry watchers—and administrators

and parents of potential students—often fail to see the innovation current and future magazine publishers are pursuing. New magazines are being launched nearly every month. The digital marketplace, which has been blamed for upsetting the magazine business model, has also made launching new magazines possible through crowdfunding. Creative uses of social media engage the audience in much more exciting ways than the letters-to-the-editor page. The magazine consumer is happy to get connected to her magazine across multiple platforms, from following a favorite editor on

Twitter to checking out the magazine's latest app.

At our institutions, we need to reframe what we do. We are not just teaching long-form magazine writing, editing and design. We are teaching students the skills, strategies and mindsets for the 21st Century media universe. When we teach magazine journalism, students learn innovation, entrepreneurship, storytelling and effective social media strategies.

Innovation

Experimentation is now the norm at many of the best consumer titles. For instance, *Esquire* continually attempts to bring mobile and print together, from its early use of electronic paper to a new digital technique within the pages of its December issue that "makes the magazine every bit as interactive as your iPad," says editor David Granger in his editor's letter. More magazines are embracing the tablet and doing their best to dazzle on this platform.

Entrepreneurship

The magazine startup is an ideal way to teach students what it takes to make their own jobs. Many magazine courses teach students how to analyze potential audiences and pitch content designed to serve and delight them. New crowd-funded startups, such as Chickpea and Howler, show how quickly an idea can now become a magazine. Print-on-demand services, such as Magcloud, make it easy to publish.

Storytelling

Thanks to the ease with which readers consume long-form writing on tablets and how well magazines are promoting this work on social-media networks,

the long form is enjoying a renaissance. (Shameless promo: Look for a panel on this topic at AEJMC 2013 in Washington, D.C.) Magazines remain the best medium for in-depth, thoughtful, reported stories integrating words and images. They continue to form the basis for storytelling in other media, including broadcast news and film.

Social Media Strategies

Who can forget the influential experiment in magazine making undertaken by the founders of *Longshot Magazine* in 2010? Using social-media tools, the editors created an entire magazine start to finish in 48 hours. And it was good. Since then, magazines have continued to use social media networks, such as Facebook, Twitter and Pinterest, effectively. A recent MPA study, for instance, found that 56 percent of Twitter users follow a magazine or editor.

These are just a few of the ways teaching magazines can help our students embrace the digital age—and be prepared to publish in it. Even with so much competing for their attention, research* and our own experiences in the classroom indicate that young people continue to love their magazines. Knowing this, I'm certain the form, which has continually evolved over the past 300 years, will keep changing to ensure its survival.

*While there have been many studies on this, I was thinking about the MPA study reported on by *AdWeek* in an article published on August 23, 2012. It can be found at <http://www.adweek.com/news/press/study-millennials-engage-magazines-social-media-143075>.

Report from MediaShift: Key Digital Trends

By Susan Currie Sivek, Linfield College

Though 2012 didn't bring the momentous changes in the magazine world that we've seen in recent years, there was still plenty going on. As the magazine correspondent for PBS MediaShift, I have the pleasure and privilege of monitoring and writing about the magazine industry for the site. Here are a few of the key digital trends and concepts that I found most intriguing this year.

Subcompact Publishing: An idea that has attracted a lot of buzz lately is what Craig Mod, formerly a designer at Flipboard, calls "subcompact publishing." Mod argues for a minimalist approach to publishing digital content that is easily understood by creators and users, simple and delimited for readers to digest, and seamlessly integrated with subscription purchasing and the open web. Mod argues that many digital publications have become too complex for readers' enjoyment—like a car with needless features—and that stripping publications back down to the basics, like a simple subcompact car, would be a better path forward.

Mod's viewpoint has gained significant traction in recent weeks, probably because of many readers' frustration with media apps' huge file sizes, slow downloads and complex navigation. The subcompact concept has already led to the launch of at least one service that will help publishers create simple digital publications. The subcompact approach should also appeal to collegiate publishers seeking an easier way to break into digital publishing. Mod's full "manifesto" and his roundup of the responses that followed are valuable reading for anyone teaching magazine publishing today.

Magazines and Innovative Storytelling: Magazines continue to lead the way with innovative new storytelling methods. Whether new approaches to multimedia within an iPad edition or creative web-based stories, magazines' investment in storytelling techniques will likely continue to grow as the medium finds ways to highlight its unique strengths in digital formats. Examples this year included *Esquire's* use of a video story trailer to draw readers to its story on the Zanesville zoo animal massacre and *National Geographic's* experiment with Cowbird.

I was also delighted to highlight the work of two fellow journalism professors at West Virginia University, Joel Beeson and Dana Coester, who are teaching database storytelling in their creatively designed service-learning courses. Though Beeson and Coester don't explicitly tie their instruction in database narrative to magazines, this technique represents one way magazines might utilize their "long tail" of content in the future to create new narratives for readers to explore.

Social Magazines: Far from being a solitary reading experience, today's print and digital magazines are offering more and more opportunities for readers to share and discuss their content. While the use of Facebook and Twitter by magazines is now routine, magazines this year found fun applications for Pinterest—perhaps the perfect social medium to fit magazines' powerfully visual nature.

Additionally, a new social network, Magpile, was born to provide a place for lovers of print magazines to gather

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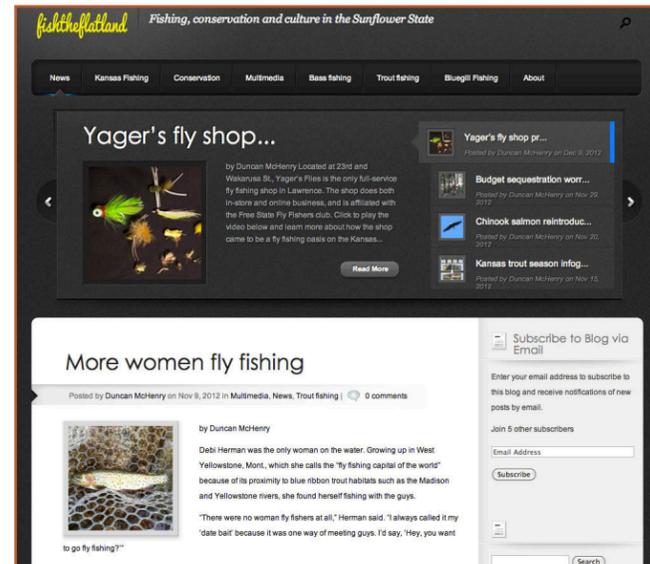
Magazines at Kansas: Soul Survivor

By Carol Holstead, School of Journalism, University of Kansas

Magazines as an emphasis of study in the School of Journalism at the University of Kansas took a header last year. For the second time in the 23 years I've been teaching at KU, we redesigned our curriculum, this time with a goal to make our program medium agnostic. In the process, two elective magazine courses—Magazine Publishing and Magazine Design—were eliminated. Students now take courses that develop multimedia skills such as writing, editing and video. At the top end, they take advanced media courses, for example documentary filmmaking, political reporting and depth reporting. Magazine writing is among these options, but I had to justify keeping it. In the process, I realized how little my colleagues understood about how magazines are different from other media. In any case, I was hard-pressed to argue for keeping discrete courses devoted to magazines when we were not keeping courses that focused on, say, newspaper reporting.

How I made the case for magazine writing was to emphasize these points:

- Magazines are *about niche audiences*. When you write or edit for a magazine, you are striving to meet the specific information needs of, say, a 35-year-old middle class, college-educated woman who wants to be more fit. This is journalism now. From MSNBC's health channel to the Huffington Post's "GPS For the Soul" to the New York Times style section to the bajillion blogs on the web, virtually every website is trying to do



fishtheflatland.com, an example of a student project.

what magazines have done since their inception: build a relationship with readers.

- Magazines basically were the *prototype for multimedia journalism*. They had informational graphics, alt story forms, compelling photography and visual and verbal synthesis. From their beginning, they were branded by their design and their editorial style, which, again, is what every publication in print and online is striving to do now.

- Magazines and magazine writing are, as ever, *an entrepreneurial enterprise* (and entrepreneurial journalism is all the rage in programs). Magazine freelancers are the original entrepreneurs because they have to sell their ideas.

These arguments worked, at least for keeping a magazine writing course in the school. In the meantime, I've

realized just how much these same principles are informing the courses we now offer. In our second-level reporting course, which I team teach, students create their own WordPress sites, covering a beat of their choosing. They RSS feed information related to their beats, aggregate news every week, and write packages that include stories, video, audio and info graphics. Students choose beats like health, relationships, technology and the outdoors. Yes, you've got it—they basically are making magazines. (Take a look at fishtheflatland.com for one fantastic example.) Their sites are not departmentalized like magazines, but I am integrating explanations of how magazines work in this class and, of course, in magazine writing.

So while magazines may have lost the battle here, they have not lost the war. Students at KU who want to work at magazines will still have a way there.

A Blog Archive of Student-Written Magazine Stories: A Confidence Builder and a Teaching Tool

Sam G. Riley, Department of Communication, Virginia Tech



For my first 40 years of teaching magazine writing, I was nagged by not having a more inclusive, reliable way to ensure some form of publication for my students' better stories.

This "publication deficit" bothered me as I lacked a way for students to read their classmates' better writing. Also, I wished for a way to make these stories available to a broader audience. And, there was the important matter of confidence building.

Someone quipped that all one needs for the enjoyment of love or sausages is confidence. Student writers also need to develop confidence, or they will fear their journalistic efforts are insufficient to be competitive.

Then in winter 2012, I had my modest "eureka moment." I created a blog archive to showcase magazine and other feature-style copy by my students, past and present. In a less than fully organized way, I had kept a copy of some of the stories that struck me as noteworthy in one way or the other—often for containing wording that did far more than merely plod across the page. I then used them as examples.

Like most other teachers of maga-

zine writing, my approach is to go at it one story type at a time—personality profile, reflective essay, travel story, humor piece, etc. Before writing their story in each category, students read about that type, read examples of same written by professionals, and now, thanks to the blog, read student-written examples penned by Virginia Tech students who came before them. By February 2012 the blog was up and running, at www.rileysblogoffame.wordpress.com and had been linked to our department's web site. This project has been time-consuming but highly pleasant. Before posting, I secure written permission. Our university's alumni apparatus does not have current email addresses for many alumni, but in most cases have a street address.

I mailed hand-written letters for former students' OK and requested a career update. Thus far, only one ex-student has turned me down. She had lost her job and wanted to sell the stories that I had asked to post, which is understandable. A few were unreachable, and two, sadly, were deceased. A few others failed to respond. I am selecting a modest number of outstanding stories by my current students for inclusion; all these students invited have granted permission.

Many of the older stories were replete with my edits and scribbled comments, and for that reason, it has proved easier to keyboard in the story rather than to scan it. My department provided funds to hire keyboarding assistants, and at this writing in early December 2012, we have posted 166 stories to the blog, in eight story categories, and the blog has had 6,481

visits. By the time I shuffle off into retirement, I hope to have at least 300 stories on my "Blog of Fame."

Reaction to the blog has been overwhelmingly positive. Anonymous end-of-term comments in spring 2012 on the blog archive and were overwhelmingly positive. One respondent remarked, "I actually enjoyed the Blog stories even more than the 'professional' stories." Another reported that the blog "helped tremendously" in writing his/her own stories.

Typical remarks from former students were that they were flattered/thrilled/honored/delighted/excited to have a story or stories on the new blog. Wrote Caty Borum Chattoo, formerly as assistant producer for Normal Lear and presently on the communication faculty of American University, "OH! A handwritten letter! So retro, so thoughtful, so strange."

Alison Corday, a fashion buyer living in Bermuda, wrote, "What a nice reminder of college years." Bridget Eldridge, a teacher in New York City, reported that she had lost all her old stories when her computer crashed and that she was happy that some of her stories would still "live." Jenna Fisher, Asia Editor for the *Christian Science Monitor*, gave permission and simply replied, "How cool!"

Finally, this blog has given our department a new way to get back in touch with at least some of our alumni. Remarkably, a few alumni responded that my letter was the only "snail mail" letter they had ever received, and for one and all, that letter was probably the only piece of mail they ever got from their alma mater that did not ask for money.

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“Key Digital Trends”

and discuss their passion for the medium. The print fandom represented at Magpile suggests that the medium – or at least, a certain type of magazine, artistic and distinctive – will have a following for some time to come.

I would love to hear from you about other currents in the industry and in magazine journalism education that you think deserve greater attention. If you're doing something innovative in your class or program, please drop me a note and let me know.

Websites Noted in the Article:

■ <http://www.pbs.org/mediashift/susan-curry-sivek>

■ <http://flipboard.com>

■ <http://pandodaily.com/2012/12/03/get-ready-for-the-age-of-premium-micropublishing/>
<http://craigmod.com/journal/subcompact-publishing>

■ http://craigmod.com/satellite/subcompact_round_up

■ <http://www.pbs.org/mediashift/2012/02/why-esquire-created-a-trailer-for-the-zanesville-animal-escape-story053.html>

■ <http://www.pbs.org/mediashift/2012/08/how-national-geographic-used-cowbird-storytelling-tool-to-tell-a-reservations-whole-story226.html>

■ <http://www.pbs.org/mediashift/2012/09/teaching-new-forms-of-storytelling-from-database-narratives-to-quantum-journalism268.html>

MIDWINTER CONFERENCE

Who: AEJMC MIDWINTER CONFERENCE
When: February 28 - March 2, 2013
Where: University of South Florida in Tampa
Notification: Mid-January 2013
Website: <http://masscom.usf.edu/colloquium13/register>
Contact: Erin Coyle, ekcoyle@LSU.EDU

The annual colloquium provides a forum for the presentation of research and discussion relevant to the AEJMC divisions that sponsor the event. Papers presented at the colloquium are eligible for presentation at the AEJMC national convention in August. At least one author of each accepted paper must register and attend the conference to present the paper.

Registration for the Colloquium is \$95 for registration forms received prior to Feb. 20, 2013. The registration form is available at <http://masscom.usf.edu/colloquium13/register/>.

The 2013 Colloquium, hosted by the University of South Florida School of Mass Communications, will be at the Embassy Suites USF/Busch Gardens in Tampa. The conference rate for hotel rooms is \$139 per night. That rate is available for rooms reserved prior to Feb. 7, 2013. The rate includes parking, Internet access, breakfast, and an evening manager's reception.

The University of South Florida is located about 20 miles from the Tampa International Airport, 60 miles from the Sarasota International Airport, and 85 miles from the Orlando International Airport.

For more information about registration, travel, or hotel arrangements, contact Edward Jay Friedlander (efriedla@usf.edu).

Additional information about the 2013 Southeast Colloquium is available at <http://masscom.usf.edu/colloquium13/papers/>.

AEJMC 2013
Southeast Colloquium Chairs

Law and Policy Division
Courtney Barclay
aejsoutheast.law@gmail.com

History Division
Harlen Makemson
hmakemson@elon.edu

Magazine Division
Erin Coyle
ekcoyle@lsu.edu

Electronic News Division
David Free
dfree@austin.rr.com

Newspaper and Online News Division
Guy Reel
reelg@winthrop.edu

Open Division
Dana Rosengard
drosengard@suffolk.edu

CALL FOR PAPERS, PRESENTATIONS, PANELS, AND PARTICIPANTS

Who: THE JOINT JOURNALISM AND COMMUNICATION HISTORY CONFERENCE
When: March 9, 2013, 8:30 a.m. – 5 p.m.
Where: Arthur L. Carter Journalism Institute, New York University, 20 Cooper Sq., 6th Floor
Deadline: January 6, 2013
Notification: February 4, 2013
Website: <http://journalism.nyu.edu>
Contact: Ann Thorne, thorne@missouriwestern.edu; Kevin Lerner, kevin.lerner@marist.edu

You are invited to submit a 500-600 word proposal for completed papers, research in progress or panel discussions for presentation at the Joint Journalism and Communication History Conference—the American Journalism Historians Association and the AEJMC History Division joint spring meeting.

Innovative research and ideas from all areas of journalism and communication history and from all time periods are welcome. Scholars from all academic disciplines and stages of their academic careers are encouraged to participate.

This conference offers participants the chance to explore new ideas, garner feedback on their work, and meet colleagues from around the world interested in journalism and communication history in a welcoming environment.

Your proposal should include a brief abstract detailing your presentation topic as well as a compelling rationale why the research is of interest to an interdisciplinary community of scholars.

All submissions will be uploaded to the Media History Exchange, an archive and social network funded by the National Endowment of the Humanities and administered by Elliot King (Loyola University Maryland), the long-time organizer of this conference.

To join the Media History Exchange (membership is free), go to <http://www.mediahistoryexchange.org> and request membership. Once you have joined, follow the step-by-step instructions describing how to upload an abstract to a specific conference. Please follow the corrections carefully. If you leave out a step, it will not work. If you have any questions or run into any problems, contact Ann Thorne, thorne@missouriwestern.edu. Upload all submissions (electronic submission only) by January 6th, 2013, to the Media History Exchange, <http://www.mediahistoryexchange.org>.

Networking Session: This year we will offer a networking session with coffee and cookies. Attendees will be invited to make a brief, two-slide PowerPoint presentation about their research interests. Following the presentation, there will be time for everyone to exchange ideas. For more information, contact Ann Thorne, thorne@missouriwestern.edu.

Authors: If you published a book in the past year (2012) or have a book coming out in the spring of 2013 and would like to talk about your book at the conference, please contact conference co-coordinator Ann Thorne, thorne@missouriwestern.edu, with a brief statement about your book.

Also, if you want to serve as a submission reviewer or panel moderator, please contact Ann Thorne.

Questions?

Contact conference co-coordinators:

■ Ann Thorne for programming or submission questions
thorne@missouriwestern.edu;

■ Kevin Lerner for logistical or travel questions
kevin.lerner@marist.edu.

2012-2013 Magazine Division Officers

<i>Head</i>	Jacqueline Marino, Kent State University
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<i>Research Chair</i>	Elizabeth Hendrickson, University of Tennessee-Knoxville
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<i>PF&R Chair</i>	Kevin Lerner, Marist College
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<i>Contest Co-Chair</i>	Pamela Nettleton, Marquette University
<i>SE Colloquium Chair</i>	Erin Coyle, Louisiana State University
<i>Social Networking Chair</i>	Jeff Inman, Drake University
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<i>Journal Editor & Webmaster</i>	Carol Schwalbe, University of Arizona
<i>Journal Assistant Editor</i>	Miglena Sternadori, University of South Dakota
<i>Journal Book Editor</i>	David Sumner, Ball State University
<i>Conference Fun-Day Chair</i>	Ted Spiker, University of Florida
<i>Immediate Past Head</i>	Rachel Davis Mersey, Northwestern University

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- <http://aejmc magazine.arizona.edu/journal.html>