

Magazine Matter

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MATTHEW
MCCONAUGHEY
ON BEING
A FAMILY MAN

OTTOMAN
HISTORY
THEIR SECRETS
REVEALED

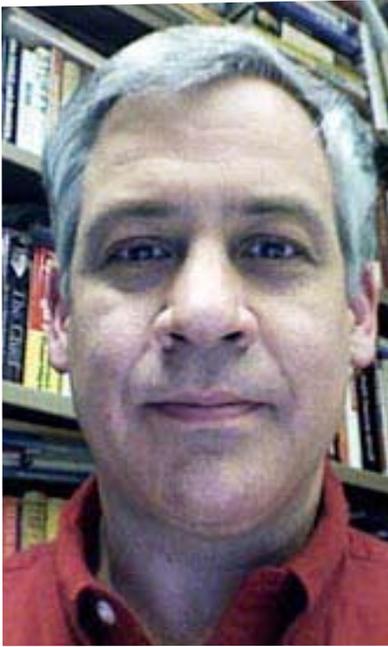
HIP-HOP HEAT

THE DAHMAN
BROTHERS
TURN UP
THE SOUND
OF UAE
RAP



6

Emerging
Magazines
of the
Arab World:
Go West
Young Men,
Go West



Dane S. Claussen
Point Park University
2008-2009 Head
Magazine Division

I would suggest that the default AEJMC Review Form have a sort of “nuclear option,” by which a paper could be easily and obviously recommended for rejection, and a Research Chair could make such a decision cleanly and clearly, only if the paper is not “Relevant of [sic] focus of Division” and/or makes no “Significant contribution to the field.”

Dr. Claussen is the editor of *Journal & Mass Communication Educator*, and he serves on the editorial boards of about a dozen other journals.

Let's Fix the Default

“Review Form” for AEJMC Research Judging

Back when the paper judging for the AEJMC Convention was done all on paper and through the mail, some divisions and interest groups — always including the Cultural & Critical Studies Division — made modifications in the widely-used review form used by most of the other AEJMC units to suit the particular theoretical, methodological, and substantive characteristics and needs of their sub-discipline.

One could certainly also image that the Law & Policy Division, the Ethics Division, and the History Division also doing this, because they do not normally conduct research based on social scientific theories or using social scientific methods. But since AEJMC has gone all-electronic, all the time with the judging, it seems that fewer divisions and interest groups than ever, if any, are using their own review forms instead of the standardized, default choice.

I don't think I need to go into why this should be of concern to scholars in the Divisions that I already have mentioned by name; therefore, allow me to address why the current form is problematic for even those divisions and interest groups in which members are solely or primarily conducting social scientific research, in terms of methodology, if not also in terms of theory.

Because the form isn't easily remembered even when one has judged scores of papers using it, as I have, allow me to remind you of the criteria: (1) Clarity of purpose; (2) Literature review; (3) Clarity of research method; (4) Appropriateness of research method; (5) Evidence relates to purpose of paper; (6) Evidence is presented clearly; (7) Evidence supports conclusions; (8) Writing and organization; (9) Relevance of focus of Division; and (10) Significant contribution to the field. After that, the reviewer is asked to make comments to the Division/Interest Group, and to the Author, and to make an overall recommendation about whether the paper should be Accepted, Rejected, or is Not Applicable. For each criterion, the reviewer is asked to select the following: 1 = Poor, 2 = Marginal, 3 = Good, 4 = Very Good, and 5 = Excellent.

None of these criteria are inappropriate *per se*, or even redundant, and one hopes they are not difficult to understand. The first primary problem with the current judging criteria is that they de-emphasize, even omit, important criteria for social science; thereby, also giving too much weight to the criteria that are used.

The second primary problem (even if one believes that the current criteria omit nothing, which I do not) is that current criteria are all weighed equally when research chairs look at raw means, or as they should do, z-scores, which are essentially weighted means based on each judge's judging pattern over the two, three, four, five, or even six papers that they have been sent by the research chair.

The current form has only one criterion for “Literature Review,” but there are numerous important issues surrounding a literature review:

whether it is up-to-date,

whether it accurately reflects the literature it cites,

whether it is at least sufficient to support the hypotheses and/or research questions that follow it,

whether it includes material that is not necessary to support the hypoth-

continued on PAGE 10

a humble request from someone who dares to swim in deep water . . .

avoid the dreaded disambiguated undertow

SOME OF US are old enough to have known someone in the family who lived through "The Big D" of the 1930s.

I am happy to confirm they indeed lived through it.

I know some survived because one of these gray-headed "survivors" told me about being one of a family of nine children living on dandelion greens out of the Appalachian Mountains. She still loves greens.

I know some survived because one of these white-haired "survivors" used to brag into her nineties to the family that she had "67 pairs of panties." She never wanted her underwear drawer to be empty again.

I know some survived because one of those bald-headed "survivors" climbed into an old Chevy coup and headed for California to go tomato pickin' in movable camps. He still has a garden.

Within a few years after "The Big D," a great number of these "survivors" were raising victory gardens, signing ration cards and landing on beaches where the ocean ran red with blood.

Out of this time came person-ages like my father, Horace Buchanan Merrick. He was not a Warren Buffet, just a young man full of dreams. He joined the Army in Kansas in 1936, and after four years, chose to opt up for a stint in the U.S. Navy.

His cruiser, the U.S.S. Astoria, was two days out of Pearl Harbor on December 7. The Astoria sailed back to the watery grave of 2,335 sailors, his American comrades, to sink nine months later at Guadalcanal. Thirty-six hours in the water at the Battle of Savo Island changed his outlook on

life. Practically anyone in the original bombing who was injured did not survive. His bleeding fellow gunner's mate was attacked by sharks while their shipmates floundered in the water with them. You can imagine the horror.

Father came out of the Navy with shellshock. But, he survived to talk about the loss of the peach picture frame that went down with the ship with my mother's treasured graduation photo. All he had after the war was a creased, fingered photo of her for his wallet. He apparently remembered what was important to him.

Later, my mother, into her 80s, talked about the sinking of the Astoria followed by the sinking of the Quincy and Vincennes. She had put together black boxes for warplanes during World War II. However, she named her dog Peaches to remember what was important to her.

So, I wonder during these economic times whether some of my colleagues are going through a bit of shellshock as the hungry sharks from the sea of hard times swim around us. Unfortunately, some of our best journalists have been surfing with some of those sharks of privilege, and they do not know what it means to go through rough seas. Let us advise them how they can remember what is important to them.

Courage comes from the times that try men's souls. Remember?

Courage comes from the journalist who kept the video running when a young Chinese man stood in front of a tank at Tiananmen Square. Remember?

Courage comes from journalists like Daniel Pearl, the reporter for the Wall Street Journal who sought the truth in the post-9/11 lion's den of Karachi. Remember? Courage comes from a place

called Juarez, Mexico, across the Rio Grande from El Paso, where just this last year, Armando Rodriguez, who covered the Juarez cartels for *El Diario de Juarez*, was killed in his car in front of his home as he prepared to take his daughter to school. Remember?

There is a quote I favor from another "someone" who says "something" about there is "nothing to fear but fear itself."

And, I am not interested in how Rush Limbaugh feels. I am interested in the person who speaks out even though he knows he will be bombasted by Rush Limbaugh. I guess you can see where I am coming from.

So, I challenge you all in the Magazine Division to come up with anecdotes of people working in the magazine industry who really interest me: those who have found creative ways to face the sharks in these seas of hard times.

Send these anecdotal stories of courage, triumph in trying to overcome, to your newsletter editor at msguede@gmail.com. Make those short stories about 500 words long. I will publish all that I can.

Do this for me, so in this way, I can be spared the small tragedies of movie stars in transitory relationships, politicians who work as hard as they can to kill universal healthcare, and company executives who opine that they have lost hundreds of millions of dollars that belong to the rest of us.

Get those stories to me shortly after convention time, please. With all these forecasters of doom seeking to dine on unwary swimmers who seek the truth, I need to be inspired. BGM





why face-to-face interviews are essential

The most difficult classroom challenge I face is getting students to do interviews. In every class, I stress, “The most powerful form of communication is a face-to-face conversation.”

It has grown increasingly difficult in the age of the Internet to push students to even do telephone interviews. We teach a generation of students who came of age using e-mail, Facebook, MySpace, text messaging, instant messaging and every conceivable form of electronic communication except a face-to-face conversation.

Many of them seem lacking in the normal social graces required to find a suitable expert and carry on a lengthy interview with someone they’ve never met. In fact, some of them seem petrified by the thought.

“Scary” is how author John Brady describes the prevalence of e-mail interviews and reliance on Internet research among his students. Brady wrote, “Interviewing is the key to effective feature writing. Without enough interviews, reporters are writing on empty. I feel so strongly about this problem, I wrote a book about it.” (*The Interviewer’s Handbook*, The Writer Books, 2004).

Myron Struck, a news service editor in Washington, D.C., says, “Eight of 10 interns who have come to us over the past four years from

I believe face-to-face contact is necessary because I want not only a dialogue but a visual sense of the interviewee’s personal features and mannerisms, [and] the opportunity to describe atmospherically the setting in which the meeting took place.

Gay Talese in A Writer’s Life

journalism programs do not know how to conduct face-to-face interviews and believe that e-mail and perhaps the telephone are far superior.”

He encourages teachers to discourage e-mail interviews and encourage more practice doing face-to-face interviews.

I’ve found three ways to deal with the problem. First, require a minimum number of face-to-face interviews, telephone interviews or both. That is, admittedly, a “mechanical” solution and students will find ways around it.

One way results in the “cheerleader quotes.” These quotes result from “What do you think

about_____?” questions, and the answers sound something like this:

“Yes, he’s a wonderful person,” or, “I really like doing this and do it all the time.”

These answers display no genuine insight into the person or issue they are writing about. Students will also interview their “backyard sources” – friends and relatives whom they find by never wandering outside their backyard. Of course, some students can write a better story by interviewing two good sources and asking well-researched questions than others can do by interviewing five poorly chosen sources. Nevertheless, I recommend requiring a minimum number of interviews.

The second way to deal with the problem is to model what you teach or “practice what you preach.” I invite authors and writing experts to class and interview them in class. This works better for me than inviting experts to come and speak on a prepared topic. I require a personal conference with every student I teach at least once a semester. I talk about a current writing assignment and anything else they wish to talk about. I ask students to call instead of e-mailing me when they have a question that requires a lengthy answer.

The best way to deal with the problem is to show students the ad-

face-to-face *continued*



Why just Internet TWITTER
will not replace solid journalism . . .

**Adapted from *Feature and Magazine Writing: Action, Angle and Anecdotes*,
2nd edition (Wiley-Blackwell, 2009) by David E. Sumner and Holly G. Miller.**

For more information, visit David's Website at www.professormagazine.com.

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vantages of face-to-face interviews and why they always create fresher, more original stories. Face-to-face interviews generate freshness, color and originality that Internet research can't duplicate. They cover numerous topics in a relatively short period of time.

You have the advantage of spontaneous answers to questions you never thought to ask. You can push harder to get the source to answer difficult questions. People you interview in person can offer extra sources of information—reports, photos, letters, books—that you never get from a telephone or e-mail interview.

I tell students that the time required by e-mail to type on a keyboard slows down communication and discourages how much information your source gives you. Sources give careful, measured responses that tell you only what they want you to know—and no more. Some people feel self-conscious about poor grammar or spelling ability and don't reply to non-essential e-mail. Or they only offer terse replies. Influential people get hundreds of e-mail messages daily and may brush you off if they reply at all.

E-mail also gets lost because of technical problems and disappears when a server is down, a power outage occurs, or the sender makes a typographical error in the address. The most common excuse I hear from students about not getting interviews is, "He never replied to my e-mail." I reply, "Hello? Just pick up the telephone and call!"

The more distance you put between yourself and a source, the more information you lose. Here is how I display the differences:

Face-to-face interviews: When you sit in front of someone, you hear and see: (a) words; (b) tone and voice inflection; (c) pauses; (d) facial expressions; (e) dress, appearance and mannerisms; (f) physical surroundings of the interviewee; and (g) you may also get to talk to people who live or work nearby. In other words, you get the benefit of the whole context of the interview.

Telephone interviews: When you talk on the phone, you hear only: (a) words; (b) tone and voice inflection; (c) pauses. You don't see facial expressions. You don't see the grin, the smile or the frown. You don't see the certificates and diplomas on the wall, the "high-brow" or the "x-rated" magazines on the desk,

or the titles of books on the shelves. Face-to-face interviews offer facial expressions or items in the physical environment that often prompt you to ask follow-up questions. You miss these on the telephone and in e-mail.

E-mail interviews: You get (a) words. Your interview can use carefully chosen words to evade your questions. You can't ask spontaneous, follow-up questions. You can't detect the mood or tone of voice of your interviewee. Use e-mail for quotes only when you are looking for brief facts. E-mail can also be useful for verifying facts and quotes from people you have already interviewed.

Gay Talese, the Pulitzer Prize winning author, wrote in his memoir, *A Writer's Life*: "At least half the time I have devoted to this current book, as well as to my earlier ones, has been spent collecting and assembling information that I obtained from libraries, archives, government buildings where I have sought out and interviewed. I believe face-to-face contact is necessary because I want not only a dialogue but a visual sense of the interviewee's personal features and mannerisms, as well as the opportunity to describe atmospherically the setting in which the meeting took place."



By BEVERLY MERRICK, Editor

Go West Young Men, Go West

Teaching magazine journalism for two years at the United Arab Emirates University was an experience that has convinced me of the critical need for training students for a global mass media and the role they play in educating the emerging nations across the world.

In August 2007, I was hired by the United Arab Emirates University as chair for the Mass Communication Department, to bring its curriculum up to global media standards of accreditation that incorporate the primary use of the English language,

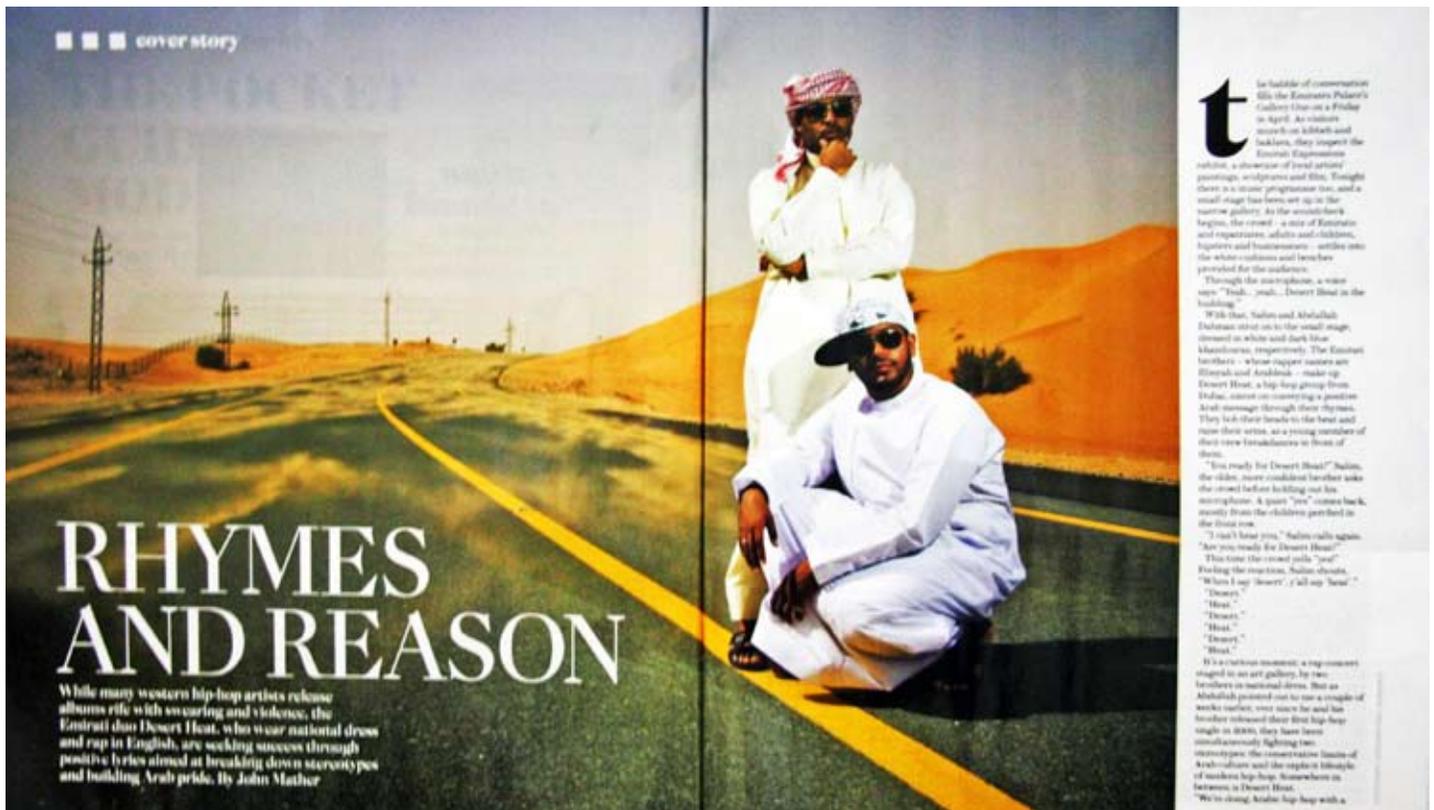
That being done, the department is turned over to an Arabic chair, with hopes that the program would be able to compete in global environment, advocating a contemporary educational model that would reflect the magical learning triangle of teaching, research and service.

It was certainly a challenge. The United Arab Emirates University is the founding institution of higher education in a country only 37 years old, with seven very diverse

Emirates, and with a longing by its leadership to be the foremost educational institution of the Middle East.

This was to be accomplished by requiring every student to learn the King's English, so that they would be proficient in both Arabic and the language that had been elected to be the medium of exchange for global commerce and government.

The most surprising aspect of the whole process was the apparent desire by my students to create their own magazines that would celebrate





The National, a decidedly Western-style newspaper, publishes a Saturday magazine that reflects unique and merging cultures.

21st-Century-Style-A-Zine

their culture, yet build on a legacy of Western journalism that would bring them recognition in the publishing world, as well as in their own communities across the Arab Gulf.

The department had inherited a faculty comprised of Emiratis trained in America, and I joined four others who had earned their doctorates in the respected journalism model at Ohio University. Another third of the faculty and staff had been those who had benefited from the Egyptian model, with strong credentials in broadcasting, documentary film making and technical skills, much like those possessed by so-called adjunct faculty of the Western model.

I brought on board David Eden, a Jewish American professor who had a solid background across the media disciplines spanning electronic and print media. He also brought with him a keen understanding of the separation of “church” (synagogue, mosque) and state to students who had minimal understanding of the Holocaust.

And, I worked with another Beverly, Dr. Jensen, who was quite competent in implementing the development of a curriculum that reflected global advantages. She had graduated from Missouri and had worked overseas as an educator many years, being familiar even with

the Egyptian model of education, which advocates talk-down lectures in a professor-centered classroom.

We three all had been trained in the American empowerment pedagogy, which is student centered, based on the idea that a Fourth Estate is very necessary in a political system built on the checks and balances of three branches of government. As Paulo Friere had espoused affirmatively: education is the revolutionary tool to engender a thirst for lifelong learning by an educated citizenry.

Just an anecdote now to lend a bit of explanation to the complex equation of teaching students sound journalism practices in such a system. There was much distress when a story about a record-breaking vehicle pileup, the worst in Emirati history, was reported on with a fiery picture in *The Gulf News*. Four were killed and 350 injured in the 60-vehicle crash in the morning fog on the Abu Dhabi-Dubai Highway on March 11, 2008. Many, especially those in government, thought the photo should not have been in the news.

You can check out the crash coverage on the Web, as well as coverage that includes the struggle by the journalists in the Arab world to print the names of those tried in the court system in civil and criminal actions.

Bring to this, the third entity in our media department: the Emirati student, trained religiously in Islamic culture in a system in which Sharia law is acutely tied into all aspects of daily living, including government, with Emirati faculty jealously guarding their culture -- and then you know the challenge these students faced in such a learning environment.

This fear of losing one’s national identity was well-founded. My Emirati students, similar to those I had

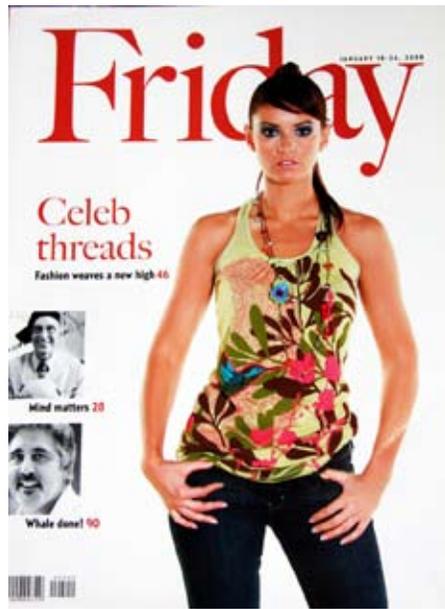
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taught in Nebraska, were more versed in the daily reports of the likes of Michael Jackson, Angelina Jolie and Beyonce.

I am reminded by the case of my own upbringing on The Great Plains. Although my maternal grandparents were German and Swedish, we had lost the language of our ancestors in only three generations, yet knew more about American Bandstand, Elvis and The Beach Boys. The thumbed-through Bibles that had come overseas from "The Old Country" had only been a source of curiosity to me and my brothers.

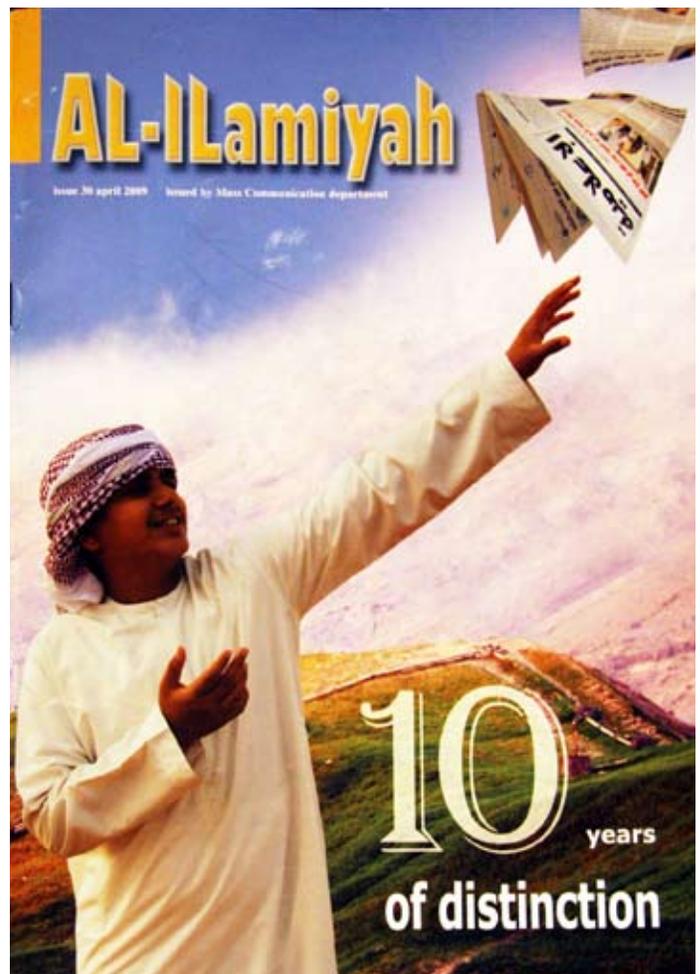
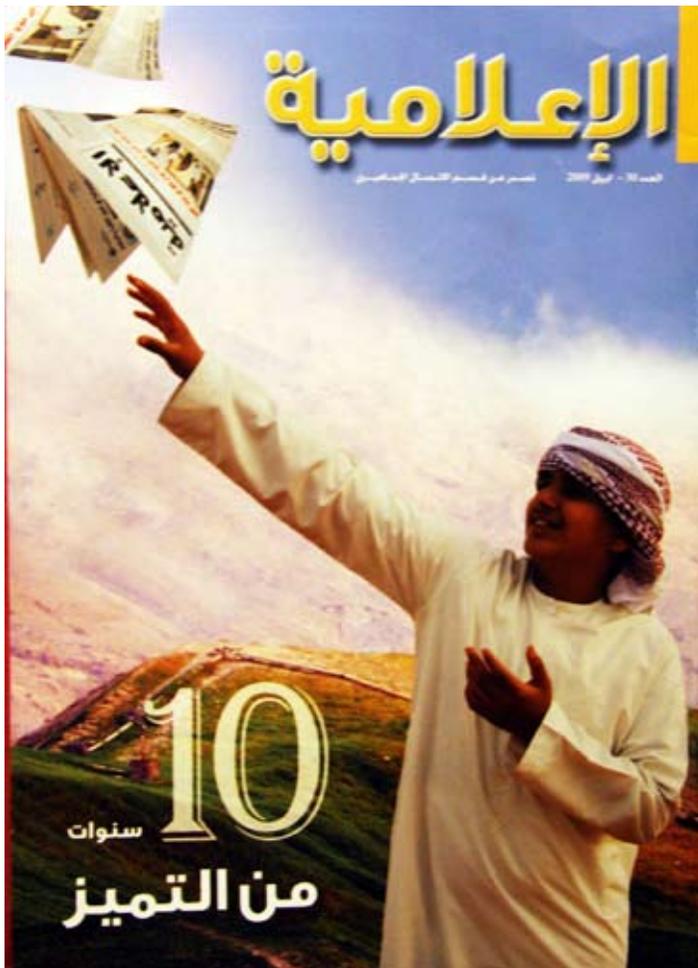
I have more to share from this life-changing experience for a teacher and for students, but for now, I will just share some of the magazine covers of foremost publications of the Emirates that were sold on the UAEU Maqam (Girl's) Campus.

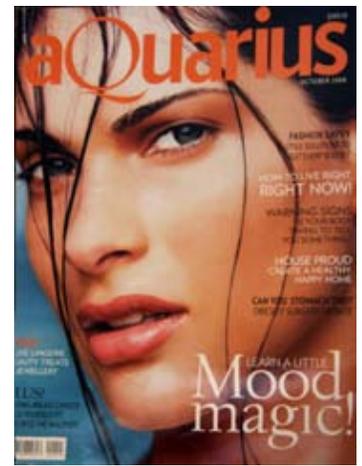
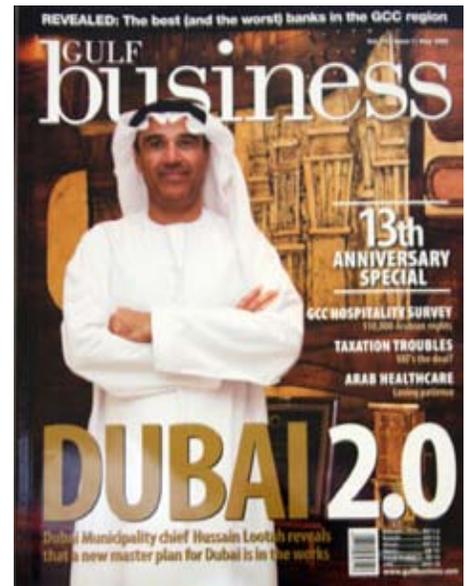
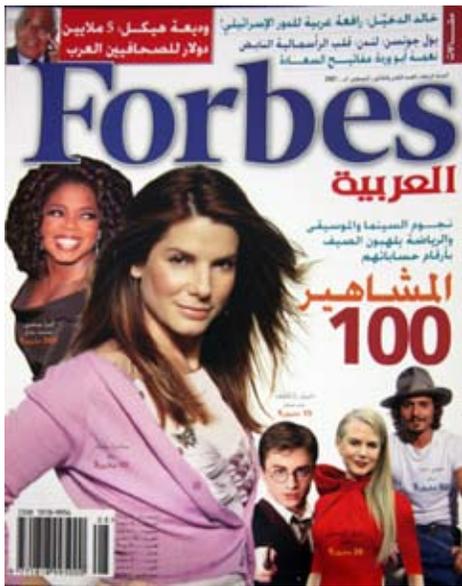


My female students wore shaylas (headscarfs) and abeyas (robes), but were daily seeing the threads of the Western culture in the local magazines, newspapers and on cable. Left: a cover of the weekender magazine published by The Gulf News.

THE CHALLENGE OF PUBLISHING TWO FRONT COVERS

The dual role that meets the needs of Arabic and English readers is clear on the covers of the magazine published by UAEU journalists.





Selected Magazine Covers, United Arab Emirates

continued from PAGE 2

eses and/or research questions that follow it, and — in theory driven, social science research (quantitative or qualitative)

whether it is theory, rather than data/evidence-driven **and** it includes only material based primarily on double-blind refereed, theory-driven, research conducted by the scientific method, and secondarily on carefully chosen research conducted by the scientific method even if not theory driven (such as the Gallup Poll) and scholarly/academic books (which does not include textbooks).

What I teach my graduate students, as I'm sure all of us who teach research methods do, is that the hypotheses and research questions usually exclude the possibility of using one or more methodologies, but also rarely dictate what the research method should be. For instance, one can study media content through a content analysis or a textual analysis, and one can obtain information, opinions, etc., from individual people through surveys, in-depth interviews, and even focus groups (although I never recommend the latter, of course, for anything other than brainstorming).

Yet, the current Review Form includes no criterion that would cover matters such as the following:

whether the paper includes formal hypotheses and/or research questions,

whether they reflect the literature review that is supposed to provide a foundation for them,

whether they are well structured and well written (such as avoiding hypotheses and/or research questions that are "double-barreled," unnecessarily overlapping, filled with vague words for which poor or no operational definitions are supplied, etc.),

whether they represent new research or replication, or replication and extension of past research, and so on.

At least the current Review Form includes a criterion for "Appropriateness of research method," which roughly allows the referee to weigh in on whether the researcher chose the best/ideal methodology(ies), one or more methods that were only sufficient/adequate, or made an apparently bad choice. I guess we can factor into that some thought as to whether the researcher justified his/her choice of methodology, particularly when other arguable alternatives were available.

It seems to me that if referees are able to give more feedback about the literature review, the hypotheses and/or research questions, and the choice and transparency of the research method (which the Review Form calls "Clarity of research method" and which I informally call the "cookbook" or "recipe"), that the current Review Form's criterion of "Evidence relates to purpose of paper," could be omitted in favor of newly written criteria that are

more specific and therefore more helpful.

The current Review Form's criterion, "Evidence is presented clearly," is not unimportant, but it seems relatively less important than many of the other criteria and also is redundant even now.

By this, I mean that if one gives a paper mostly-to-entirely high or mostly-to-entirely low marks on "Clarity of research method," "Appropriateness of research method" (which, together, dictate what kind of data/evidence one ends up with), "Evidence relates to purpose of paper," and "Writing and Organization," then I would bet that the rating given for "Evidence is presented clearly" is going to be roughly an average of those four criteria. Moreover, there are more important issues surrounding data/evidence than whether they are presented clearly. For instance, there are issues of completeness, accuracy, and interpretation (the latter of which run from obvious to a real stretch).

The current criterion, "Evidence supports conclusions," also has been a problem, at least for me, for years. First, a surprisingly high (at least to me) number of AEJMC papers, in every division, in every year, don't offer any real conclusions, while this criterion assumes that every paper has conclusions. Instead, so many papers present the data/evidence in a section by some such name, then summarize data/evidence for the reader in a section often (perhaps usually) erroneously called "Discussion," then tell it all to us again in the "Conclusions" section.

Where to begin. First, it is a waste of space for the researcher, and a waste of time, for the reader for paper authors to mostly or only summarize data in a "Discussion" section, especially because such summaries are written as if the reader had not just read the data/evidence section before coming to the "Discussion" section.

Second, almost all papers don't really need a "Discussion" section, and any section of a paper that isn't used productively can be and should be omitted.

Third, paper authors who devote more or all of a "Discussion" section, let alone most or all of a "Conclusion" section, to essentially not much more than summarizing data/evidence (and perhaps discussing research limitations and future research ideas) clearly did not get the memo that the entire purpose of social science is to develop, test, refine, and occasionally reject theory, which is found in the literature review, not in the data/evidence.

Again, the current criterion, "Evidence supports conclusions," is based on an unstated assumption that the paper that one is judging has real conclusions, which a lot of them don't. I would suggest that a criterion be added to the effect of: "Paper offers theory-based conclu-

continued on PAGE 11

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sions tied to literature review," which I would grant could judge (though not ideally) the quality and quantity of real conclusions and how well they were tied to the literature review.

And, yes, we still need to assess whether papers state theory-oriented conclusions that are not supported by their data/evidence and, conversely, whether they fail to draw theory-oriented conclusions that are, in fact, supported by their data/evidence.

Another major omission in the current "Review Form," especially now that the AEJMC has a Code of Ethics that covers all aspects of teaching, research, and service, is that it lacks a criterion for research ethics. Just for starters, college/university Institutional Review Boards (IRBs) have run amok in many places, with the result being that now just about any research at all involving human subjects (and often animals, too) must be approved by the campus IRB. And, of course, lack of required approval by an IRB is just one of many ways in which mass communication and other research can be unethical; note that an AEJMC study a few years ago reported that a substantial portion of our members have witnessed, first-hand, research-related conduct that they believed was unethical.

Then there is the idea of weighting — even to the extreme. In other words, I have never understood why, for example, "Clarity of research method" and "Evidence is presented clearly," are as statistically and symbolically important in AEJMC paper judging as criteria such as "Literature review," "Appropriateness of research method," and even "Evidence supports conclusions." Clarity is wonderful, but at worst it suggests that evidence and/or methodologies be dumbed down for the sake of "clarity" when that is not at all what we want and need in social science.

I would suggest that the default AEJMC Review Form have a sort of "nuclear option," by which a paper could be easily and obviously recommended for rejection, and a Research Chair could make such a decision cleanly and clearly, **only** if the paper is not "Relevant of [sic] focus of Division" and/or makes no "Significant contribution to the field." (In a few cases over the years, I have been sent a paper to judge that probably didn't even belong in the AEJMC Convention at all, being better or only suited for a speech/rhetoric, education/instructional technology, or computer science conference.)

As it is right now, a paper can be reasonably judged a 5 (best rating possible) out of 5 on up to 9 criteria, be given a 1 out of 5 on "Relevant of focus of Division," and be not only accepted by a Division, but be a contender for Best Paper awards, in a Division or Interest Group in which the paper doesn't even belong. Likewise, currently a paper can be reasonably judged a 5 out of 5 on up to 9 criteria and be given a 1 out of 5 on "Significant contribu-

tion to field," and be not only accepted by a Division or Interest Group, but be a contender for Best Paper awards, even though the paper doesn't tell us anything we haven't already read/heard 5 times or 50 or 500. The current system puts mastery of the theory and methodology above the production of new knowledge, and has major limitations, even flaws, in doing that much.

Finally, the last improvement I could suggest is that in addition to the ratings of 5 = Excellent down to 1 = Poor, the Review Form also should have, as any good survey or judging form has, choices such as "Don't Know" (because we many situations in which a referee has been sent a paper of which she does not know and cannot know without a great deal of work the quality of the literature review) and "Not Applicable."

This would hold true for papers, for example, in the Ethics Division that make an argument for a position, or in the Communication Theory & Methodology Division that propose or critique a theory or methodology.

If I could change two more things about the AEJMC convention paper judging process, they would be that all papers be judged by three judges rather than only two (which has made for far better/safer acceptance/rejection decisions when I was research chair of the Mass Communication & Society Division, the History Division, and this Division [twice]), and that Research Chairs be doing a better job (some do quite well and some hardly bother) in matching up referees to papers.

The suggestion of a "Don't Know" choice for various judging criteria is largely the result of the facts that sometimes no well qualified referee, let alone two or three, is available for a given paper, and that some years, in some divisions, the research chair does a poor job of matching papers to judges.

Now that AEJMC as an organization has solved almost all of the problems of electronic paper distribution and judging, we need to go back and work on the substance of the process — for the benefit of all of us.

keeping the profession in balance

Be sure to send anecdotal stories of courage, triumph of magazines in trying to overcome, to your newsletter editor at email: msgeode@gmail.com.

Thanks!



Make the anecdotes about 500 words long. I will publish all that I can.

Lincoln Steffens

a student cartoonist's
view of
THE SHAME OF THE CITIES
(1904)
by a muckraker
with McClure's Magazine



Hi everyone, It's me "LINCOLN STEFFENS".
I hope you're doing fine.
I'm here to introduce my self.
I was born on April 6th, 1866 in San Francisco.
I grew up and studied in France and Germany after graduating from the University of California.

Because my father was a wealthy businessman, I travelled and visited many countries. But I returned to America to avoid the thing I most dislike.



The difference of treatment between Black & White people in America.



The difference of treatment between Men & Women in America.

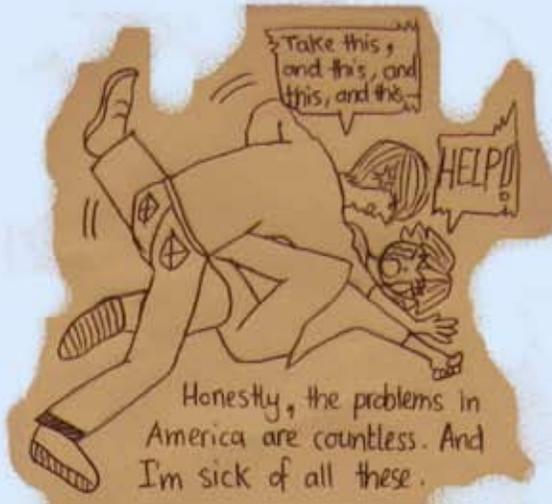


The difference of treatment between the Employers & the Employees in America.



from the **AUTOBIOGRAPHY, 1931**

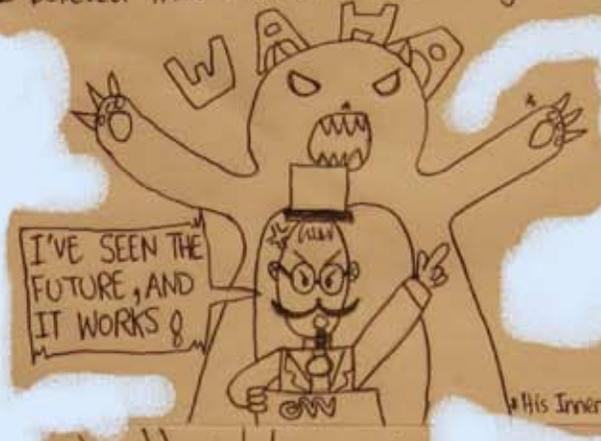




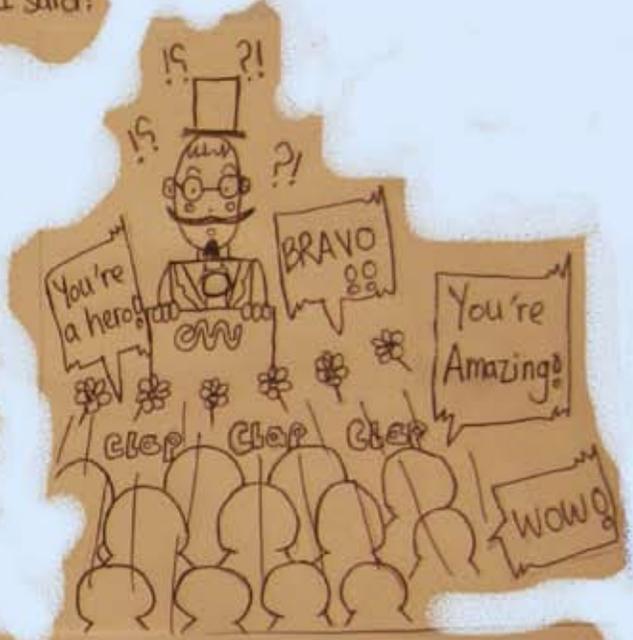
Honestly, the problems in America are countless. And I'm sick of all these.

Actually, all these problems existed in America because of poor and bad political system.

I believed that I must do something for it and I said:



His Inner Soul



In the end, I promised to keep investigating and searching a lot of local government corruption. I wrote all that I found about poor and bad political system in McClure Magazine, The Radical American Magazine and The Shame of The Cities.



and the RESULTS...
are soon to be announced

The Student Magazine Contest drew about 250 entries from 22 universities this year. Entries were down from 318 last year.

All but one of the judges in 2009 have judged the contest before, some for many years, including Dick Stolley, one of the original editors of *People Magazine*, who, in his seventh year, is the contest's longest running judge, and Bob Gray, the former design director of *National Geographic*.

One new judge volunteered this year: Mike Sager, currently a writer for *Esquire*, is judging the feature article category. Contest co-chair, Pamela Hill Nettleton, recruits the judges.

Results were due June 22, and the awards will be presented at the convention in Boston at 7 p.m., Friday, August 7.

—Carol Holstead



collegiality at SEC colloquium

EVERY YEAR, the Magazine Division joins the History, Law, Newspaper, Radio-TV, and Open Divisions to foster research and to touch base mid-year. In March of 2009, the 34th Southeast Colloquium was hosted by the Department of Journalism, University of Mississippi, Oxford.

The SEC offers an opportunity for faculty and graduate students to showcase their work. This year, all four entries were from graduate students. Due to the low number of papers, the Magazine Division joined the RTVJ Division on a joint panel: "Broadcasting and Magazines in the 21st Century." Michael DiBari Jr., Ohio University, presented "War Photographs in *Life Magazine*," and Ashley M. Bigger, Arizona State University, presented "A Blog of One's Own, (Iraq War)."

Thank you to everyone who generously offered their expertise and who graciously agreed to devote their time to the division at a particularly busy time of year.

Kathleen Wickham and Nancy Dupont, of the Journalism Department at the University of Mississippi, served as conference co-chairs and did a wonderful job. The website was particularly useful. To see information on the entire conference go to: <http://southeastcolloquium.wordpress.com>.

wordpress.com.

We also benefited from the careful paper judging of Rachel Davis Mersey, Northwestern University; Ted Spiker, University of Florida; and David Sumner, Ball State University.

Thanks also to colleagues who ran the panel: Katherine A. Bradshaw, Bowling Green State, moderated, and Carol Fletcher, Hofstra, served as discussant.

The 2010 Colloquium will be held in March at the University of North Carolina, Chapel Hill. Please consider volunteering and submitting a paper. A special note to faculty: please encourage your students to submit papers.

EDITORIAL NOTE: *In that your newsletter editor initiated entrance of the MAGAZINE DIVISION into the Southeast conference at the Tennessee colloquium, she is glad to see members are making the most of this research opportunity. We had only several papers submitted that first year. Thanks to Dorothy Bowles, professor at the University of Tennessee, who was the SEC colloquium chair that year and who helped this come to pass.*

AEJMC 2009 Magazine Division Schedule

Wednesday, August 5

8:15 a.m.: Refereed Research Panel

Health and Getting High:

A Look at Magazine Coverage of Disease and Drugs

Moderator: Rachel Davis Mersey

Discussant: TBA

1:30 p.m.: Teaching Session

Magazine Marathon:

A Dozen Quick Teaching Tips

Presiding: Carol B. Schwalbe, Arizona State

Sponsor: Magazine

A dozen professors who teach magazine courses will share quick tips on topics such as long-form journalism, teaching feature writing online, design, essay writing, and much more. It will be a fast-paced, interactive session that will give any magazine teacher tons of useful tips and strategies for improving classes.

5 p.m.: Agenda Setting Research Panel

Sponsor: Mass Comm & Society

Co-Sponsor: Magazine

Thursday, August 6

8:15 a.m.: PF&R

Challenges to Ethical Reporting During a Media Frenzy

Sponsor: Media Ethics

Co-Sponsor: Magazine

11:45 a.m.: PF&R

Alternative Press: Thriving or Simply Surviving?

Presiding/Moderating:

Dean Mundy, University of North Carolina

Sponsor: Magazine

Co-Sponsor: GLBT

This panel will look at the alternative press from a historical perspective, as well as a current one. We'll be looking at a case study of the publication, Bitch, and we'll have reps from Boston Spirit magazine and Bay Windows newspaper to talk about the role of the alternative press today.

3:15 p.m.: Magazine Advisers

Off-Site Discussion

Presiding/Moderating: Larry Stains, Temple
Advisers of student magazines are invited to an informal, off-site roundtable discussion of all issues affecting student magazines. We'll talk about how to increase advertising, find funding, and save on printing costs. We'll share tips on dealing with student conflicts and the ideal role of the faculty adviser. Plus whatever else is on your mind. Meet at concierge desk.

5 p.m.: Teaching Panel

Student Entrepreneurs

Presiding/Moderating:

Carol B. Schwalbe, Arizona State

Sponsor: Magazine

Co-Sponsor: Vis Comm

This panel will focus on how students can create opportunities for themselves as entrepreneurs in today's media landscape. Featured on this panel are Dan Gillmor, director of the Knight Center for Digital Media Entrepreneurship at Arizona State, Tom Kennedy, former managing editor for multimedia at Washingtonpost.Newsweek Interactive, and Eric Newtown, vice president for Journalism Program of the Knight Foundation.



Magazine Division Schedule *continued*

Friday, August 7

8:15 a.m.: PF&R

Celebrities in the Entertainment Process

Sponsor: Entertainment Studies

Co-Sponsor: Magazine

3:30 p.m.: PF&R

Slate, Salon, and Beyond:

The New Promise of Web-Only Magazines

Presiding/Moderating:

Jacqueline Marino, Kent State University

Sponsor: Magazine

Co-Sponsor: Vis Comm

This panel will take a look at how web-only magazines are doing. Among the panelists are Jeanne Carstensen, managing editor of Salon, and Michael Martin, former editor of Nerve.com and now senior Web editor for Time Out New York.

5:15 p.m.: Refereed Research Session

Top Division Papers

Moderator: Lyn Lepre

Discussant: Dane Claussen

7 p.m.: Members Meeting

Officers Meeting to Follow Off-Site

Please come to meet fellow members, talk about the future of the Division, applaud winners of the Student Magazine Contest, and hear inspiring words from our Educator of the Year.

Saturday, August 8

8:15 a.m.: Teaching

How to Design an Info-Graphic

Sponsor: Vis Comm

Co-Sponsor: Magazine

10 a.m.: PF&R

Barriers to Delivering Health Information to the Public

Sponsor: Science

Co-Sponsor: Magazine

11:45 a.m.: Teaching

Teaching on the Fly:

Getting Out of the Classroom

and Into the Travel Seminar

Presiding: Lee Jolliffe, Drake University

Sponsor: Magazine

Co-Sponsor: International Comm

This panel will explore many different out-of-classroom experiences for students — from covering political conventions to innovative study abroad programs.

1:30 p.m. Refereed Research Session

Women and "The Other"

as Reflected in Consumer Magazines

Moderator: Sheila Webb

Discussant: Barbara Reed

keeping the profession in balance

Be sure to send anecdotal stories of courage, triumph of magazines in trying to overcome, to your newsletter editor at email: msgeode@gmail.com. Make the anecdotes about 500 words long. I will publish all that I can.

