

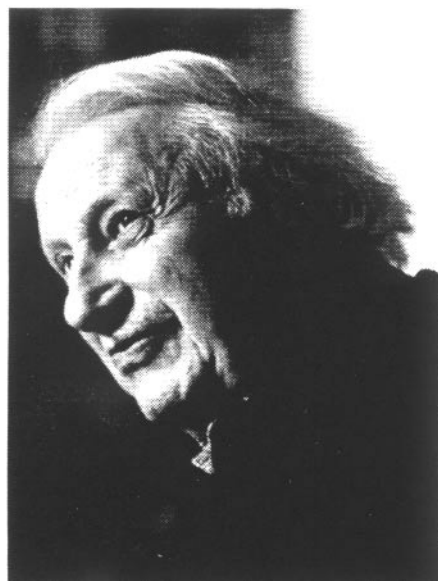
QS to honor Studs Terkel

Presentation of PF&R Award to be made at Chicago convention in August

ORAYB NAJJAR, NORTHERN ILLINOIS UNIVERSITY

President Clinton wants every school connected to the information superhighway. Bill Gates agrees it's the technology, stupid. And we all know the world belongs to the technologically savvy under-16 crowd.

So who does the Qualitative Studies Division choose as the recipient of its



Studs Terkel

Professional Freedom and Responsibility Award this year? Studs Terkel, of course—the self-described “technological Philistine,” oral historian, author, and radio host born in 1912.

But the choice was easy.

The award recognizes “those who have exemplified and upheld the goals of promoting free expression, ethics and accountability, and/or providing public service in terms of media criticism and education.” Terkel, who graduated from the University of Chicago Law School in 1934, has spent his life defending human dignity in the face of harsh economic and technological forces.

In the daily radio show he has hosted since the 1950s, in his oral histories, in his speeches, and by example, Terkel has demanded that we honor people, reconsider work's relationship to mind and

body, invest more effort into human relations, and settle the main issues that divide us: the gulf between the haves and the have-nots, and the racial divide.

Recent works of the prolific Pulitzer Prize-winning author include *Coming of Age: The Story of Our Century by Those Who've Lived It* (1995); *Race: How Blacks and Whites Think and Feel about the American Obsession* (1992); *The Great Divide: Second Thoughts of the American Dream* (1988); and *American Dreams, Lost and Found* (1980).

Past recipients of the award include Noam Chomsky, Bill Kovach, Nina Totenberg, the *Utne Reader*, and Christopher Hitchens.

Terkel, a Chicago native, has never learned to drive (see page 4). At least won't have to take a plane to attend our convention, to be held in his home town.

See related story on page 4.

Studs Terkel will receive the Professional Freedom and Responsibility Award at the AEJMC Chicago Convention, August 1, Friday, from 2:45 to 4:15 in a session co-sponsored by the History Division.❖

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Skills courses and multiculturalism

ELIZABETH P. LESTER, UNIVERSITY GEORGIA-ATHENS

As a critical researcher and teacher of advertising skills courses, I face daily the contradictions engendered by the subject of my research and my responsibilities as a teacher.

I teach advertising copywriting and, not unlike my colleagues who teach courses such as newswriting, editing, management, production and the like, I question how to teach a basic business skill in a critically engaged way. I question whether it's possible, desirable, “proper.” At the same time, I face students who want to be trained, prepared, outfitted for a place in the world and who at the same time feel the exuberance and the dread of their increasing independence and power.

Into this already conflicted mix I want to inject the notion of a specifically

(continued on page 6)

Headnote:

QS finalizes lineup for Chicago

BONNIE BRENNEN, VIRGINIA COMMONWEALTH UNIVERSITY

Attending an AEJMC chip auction is a fascinating experience. In our technologically-driven society, it is sometimes hard to fathom how such an archaic tradition could still exist.

During the beginning of December, representatives from each division and interest group get together for a marathon weekend of planning and scheduling.



Although each division receives a fixed number of programming chips, savvy divisions know how to cut deals and use their chips to their advantage.

While the chip auction may be time-consuming and exhausting, it is probably the most democratic way to schedule a conference—something that should not be taken lightly.

This year's chip auction was held during the AEJMC midwinter meeting in Atlanta, and I am pleased to report that the Qualitative Studies Division did exceptionally well. While in past years our division has solely sponsored most of its programming, apart from some jointly sponsored research sessions, this year QS tried a different strategy. As a result, we succeeded in programming a total of eight co-spon-

sored sessions (which should help extend our visibility at Chicago) on a variety of topics of interest to QS members in the areas of teaching, Professional Freedom and Responsibility (PF&R), and research.

QS and the History division will be honoring Studs Terkel for his groundbreaking work in oral history at a PF&R session from 2:45 to 4:15 on Friday, August 1. During the past 40 years, Terkel has focused on the memories of average people as repositories of our past, and he has given voice to the marginalized and the disenfranchised. Terkel received the Pulitzer Prize in 1984 for his oral history of World War II, *The Good War*. His most recent book *Coming of Age; The Story of Our Century by Those Who've Lived It* chronicles the experiences of 70 individuals who are all at least 70 years of age.

"Ethics of Research: Problems of Funding" is another PF&R session that will be co-sponsored by QS and the International Division. A distinguished panel including Clifford Christians, University of Illinois; Theodore Glasser, Stanford University; Robert McChesney, University of Wisconsin; Alf Pratte, Brigham Young University; and John Soloski, University of Iowa will examine ethical problems posed in accepting money from organizations in the media industry. The panel will be held from 8:15 to 9:45 a.m. on Thursday, July 31 just before the AEJMC plenary which will also address the ethics of research.

Two other PF&R panels co-sponsored by QS are set for the 1997 AEJMC conference. A panel on the boundaries of history, co-sponsored with the History division, will be held from 8:45 to 10:15 a.m., on Saturday, August 2 and a session on issues of globalization, co-sponsored with the International division, will be held from 1 to 2:30 p.m., on Thursday, July 31.

"The Professionalization of Newswriters in a Global Communication Community," will be
(continued on page 4)

Qualitative Studies Division 1996-1997

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Qualitative Studies

1997 Convention Schedule

Wednesday, July 30

8:15 - 9:45 a.m. Research
1:30 - 2:45 p.m. Research
3:00 - 4:30 p.m. Research
7:15 - 8:45 p.m. Research Panel 119,
"The Professionalization of
Newswriters in a Global
Communication Community," co-
sponsor History.

Thursday, July 31

8:15 - 9:45 a.m.-PF&R Panel 120
"Ethics of Research: Problems of
Funding," co-sponsor International.
1:00 - 2:30 p.m.-PF&R Panel 154
"Globalization," co-sponsor
International.
4:30 - 6:00 p.m.-Teaching Panel 123
"Communication, Education, and
Activism," co-sponsor Media and
Disability.
8:00 - 9:30 p.m.-Business Meeting

Friday, August 1

8:45 - 10:00 a.m. Teaching Panel 151,
"Order out of Chaos," co-sponsor
International.
1:00 - 2:30 - Poster Session.
2:45 - 4:15 PF&R session 121, honor-
ing Studs Terkel, co-sponsor
History.
4:30 - 6:00 p.m. Research

Saturday, August 2

8:45 - 10:15 a.m.-PF&R Panel 190,
"Boundaries of History," co-spon-
sor History.
1:00 - 2:30 p.m.-Teaching Panel 122
"Teaching from the Edge:
Marginalization and the
Classroom," co-sponsor
International.
2:45 - 4:15 - Research. ❖

1997 Excellence in Teaching Competition

The Teaching Standards Committee will award \$600 for this year's special paper competition, designed to promote excellence in teaching—\$300 for the top paper, \$200 for second place, and \$100 for third place.

The best papers will be presented at AEJMC's 1997 convention in Chicago and submitted to *Journalism and Mass Communication Educator* for consideration by its editor. In addition, authors will be awarded plaques.

The Teaching Standards Committee encourages a diversity in topics and methodologies. Thus, paper topics can encourage excellence in teaching of any type and at any level: undergraduate, graduate, distance, etc.

Papers should go beyond simple descriptions to include a rigorous analysis of the findings—one that suggests some directions for the future.

Teaching tips or papers about curriculum design are not appropriate for this competition. However, teaching activities that include a careful, systematic assessment of results are encouraged.

Send one original and four copies of their paper (and a 250-word abstract) to Fred Fedler, School of Communication, University of Central Florida, Orlando, Fla., 32816-1344.

A cover page (attached to only the original) should list the name, title, address, affiliation, and office and home telephone number of each author. Maximum length is 25 pages, excluding endnotes and tables. **Papers must be postmarked by April 1, 1997.** Faxes will not be accepted.

Only original papers will be accepted. A paper presented to another organization or submitted to other AEJMC divisions, conventions, or publications is ineligible. ❖

QUALITATIVE STUDIES DIVISION

Call for Papers

1997 AEJMC Convention, Chicago

The Qualitative Studies Division invites submission of original research papers that are interdisciplinary in focus and theoretically grounded. We welcome a wide range of approaches, methodologies and perspectives including but not limited to cultural studies, historical studies, feminist scholarship, news analysis, political economy, literary analysis, qualitative methodologies, philosophy of communication, ethics, and media criticism.

Preferred length 7,500 words, (approx. 25 pages). Note: 6 copies of the 75-word abstract should be submitted. Authors should follow AEJMC guidelines for paper submission published in the January issue of AEJMC News. Papers that do not meet the guidelines or are postmarked after April 1, 1997 will not be accepted.

Send papers to: Ana C. Garner, Department of Journalism, Marquette University, P.O. Box 1881, Milwaukee, WI 53201-1881, (414), 288-7383, e-mail: Garnera@vms.csd.mu.edu. ❖

Call for Judges

1997 AEJMC Convention, Chicago

The Qualitative Studies division needs reviewers for the 1997 AEJMC convention research competition.

Reviewers will receive approximately 4 papers after the division's April 1 deadline and will have about three weeks to evaluate them.

If you are willing to serve as a reviewer, contact Ana C. Garner, Department of Journalism, Marquette University, P.O. Box 1881, Milwaukee, WI 53201-1881, (414), 288-7383, e-mail: Garnera@vms.csd.mu.edu. Be sure to include specific areas of interest. ❖

(**HEADNOTE**, continued from pg. 2) addressed at a research session co-sponsored by QS and the History division, from 7:15 to 8:45 p.m. on the first evening of the convention, Wednesday, July 30. Michael Bromley, City University, England; Patricia Dooley, University of Maine; Yung-Ho Im, Pusan National University, Korea; Jon Bekken, Suffolk University; and I will address the history of professionalism, the potential for a globalized professionalism of media workers, and possible implications from a historical and cross-cultural perspective.

Teaching strategies and issues related to “non-traditional” media topics such as race, class, gender, and gay-lesbian issues will be discussed by a diverse panel including Ana C. Garner, Marquette University; Angharad Valdivia, University of Illinois; Jan Whitt, University of Colorado; Venise Berry, University of Iowa; and Cameron McCarthy, University of Illinois, during a teaching session jointly sponsored by QS and the International division. “Teaching From the Edge: Marginalization and the Classroom” will be held from 1 to 2:30 p.m. on Saturday, August 2.

Another teaching panel “Communication, Education, and Activism,” co sponsored by QS and the Media and Disability interest group, will highlight roles that scholars and communication educators can play in social, political, and cultural activism. Panelists include Gerald Graff, University of Chicago; James Hamilton, SUNY Geneseo; Robert W. McChesney, University of Wisconsin-Madison; Jane W. Peterson, Iowa State University; and Jill Swenson, Ithaca College. The session takes place from 4:30 to 6 p.m. on Thursday, July 31.

A third teaching session, co-sponsored by QS and the International division, is titled “Order Out of Chaos,” and will be held from 8:45 to 10:15 a.m. on Friday, August 1.

In addition, the QS line-up will include four refereed paper sessions, a poster session, and a blockbuster session still in the planning stages. The QS Division is working hard to make this the best AEJMC convention yet. I hope to see you in Chicago. ❖

Working Words

Studs Terkel On Labor in America

The following excerpts were found and compiled by Orayb Najjar.

On telling the history of ordinary people

“**W**hat’s it like to be that goofy little soldier, scared stiff, with his bayonet aimed at Christ? What’s it like to have been a woman in a defense-plant job during World War II? What’s it like to be a kid at the front lines? It’s all funny and tragic at the same time.”

(From “Interview with the man who interviews America,” by Kira Albin, <http://www.grandtimes.com/studs2.html>).

On actively working for integration

“Racial segregation in America’s housing is a plague—a chronic public health hazard which divides our nation against itself, generating minority poverty and interracial fear, anger and frustration. Segregation impairs everyone’s health eventually.”

(From “A Race-Conscious Cure For What Ails America,” 1994.)

(See Terkel’s call for donations to his OPEN Society, a national non-profit, pro-integrative mortgage fund, <http://www.libertynet.org/~open/terkel.html>).

On unions

[While waiting for a bus every day for a year, Terkel tries to make conversation with a “have” couple, but they turn away.] “And so I talked to myself out loud.... So this day I say, ‘Labor Day coming up.’... ‘We loathe unions’ [the man responds]. ‘How many hours a day do you work?.... So he says, ‘Eight.’ This time I’ve got him

pinned against the mailbox. And I say, ‘How come you don’t work 18 hours a day? Your great grandparents worked 18 hours a day.’ And he’s looking out, and she is holding his hand, trembling, looking out as though for a passing patrol car. I still look, no bus. Now I’ve got it made.”

(From “Studs Reminds Us of Labor Battles,” excerpt from a panel discussion at Harvard University in December, 1995, in which Terkel discussed his book, *Coming of Age*, <http://www.speakeasy.org/~nader/veep.htm>.)

On being a professional pedestrian

“I have never sat behind a wheel in my life. Now that’s a problem. You see, I’m a professional pedestrian.... I got the green light. And they ignore the pedestrian. So I hold up my hand like that every time like a cop and I cross and they screech to a stop. And my wife says, ‘One day you’re going to be smacked and your two legs are going to be up in traction.’ ‘Yes,’ I said, ‘But I want to maintain my principles.’”

(From transcript “Studs Terkel Forum,” December 6, 1995, John F. Kennedy School of Government Harvard University, <http://ksg-www.harvard.edu/~ksgpress/terkel.htm>).

On activism

“When you take part in something, even though your movement may lose, the juices start flowing and you feel you count. You count. Well, that’s pretty important.”

(From “Studs,” by Dale Eastman, http://www.mojones.com/mother_jones/SO95/eastman.html.) ❖

Putting QS into practice

ANA GARNER, MARQUETTE UNIVERSITY

In the last issue of QS News, we considered the past with a look to the future. As the AEJMC research paper deadline approaches, it would also be helpful to consider the present: what we in Qualitative Studies consider to be good research.

Oscar Gandy (University of Pennsylvania) and I have been exchanging e-mail on this topic. A bit of background: Gandy has been assigned by the AEJMC Research Committee as a liaison to our division, with the aim of helping AEJMC divisions and interest groups achieve evaluation reports that not only make us proud but also make us better.

Gandy asked me to explain what research means to our division, what a research paper and paper competition involves and the extent to which we believe we meet our goals.

MY PRIMARY POINT TO HIM was that our research paper, teaching and joint sessions reflect our belief that we are the AEJMC division explicitly open to interpretative, qualitative and critical research. Our call for papers summarizes this by seeking work that is “interdisciplinary in focus and theoretically grounded. We welcome a wide range of approaches, methodologies and perspectives including, but not limited to, cultural studies, historical studies, feminist scholarship, news analysis, political economy, literary analysis, qualitative methodologies, philosophy of communication ethics, and media criticism.”

Also, our reviewers look for papers that are theoretically grounded, demonstrate a strong grasp of the literature and theory applicable to the topic, are well researched, well-written, and that make a contribution to Qualitative Studies.

In sum, we encourage strong research that is not only qualitative but also critical and interpretive. Our goal is to have conference research sessions that represent a wide range of voices

and methods not usually heard in other divisions of AEJMC. (Sounds lovely doesn't it?)

Gandy then posed thoughtful questions that prompted me to consider how we act on these principles. How do we plan to attract the attention of scholars and voices not usually heard? How are our evaluators being prepared to be “on the lookout” for such papers? Were we planning research sessions that highlight such research so as to share with our members this special work? They were good questions, and they point to the fact that it is one thing to assert openness and another to practice it.

AS RESEARCH CHAIR, I WOULD LIKE to see us as a division be sure to practice what we preach. I say “us” because I can't do it alone. As scholars, you must do your part, too—continue to challenge existing research and scholarship, break disciplinary boundaries, and submit such work to the division. If you or someone you know is doing solid research that is innovative, critical, and theoretically grounded, we want to hear from you. Please encourage others to do the same. I will make

sure your work gets fairly reviewed and acknowledged if accepted.

REVIEWERS NEED TO READ PAPERS with a careful eye toward not only strong scholarship but also with an eye toward that openness we say we have. Be sure to look for work that opens doors not yet discovered, gives us new avenues to explore, and that challenges established ways of thinking. If we truly are a division that “represents a wide range of voices and methods not usually heard,” then we need to be constantly on the lookout for such scholarship. If you see a paper like this, then I want to know about it. As much as I would like to, I cannot read all papers that are submitted; you must be my ears and eyes. Our manuscript review forms will give you a site to do just that.

In W.P. Kinsella's book *Shoeless Joe*, the now-famous line appeared: “If you build it, he [*sic*] will come.” If you as researcher do strong, innovative scholarship and you as reviewer find such scholarship, I as Research Chair will make sure that it gets recognized in our research sessions. Let the innovations begin! ❖

QS members to receive free book

Through an arrangement with Seven Stories Press and Open Media, members of the Qualitative Studies division will receive free a copy of Bob McChesney's new book, *Corporate Media and the Threat to Democracy*.

Paraphrasing a pre-publication comment by Noam Chomsky, the book points out that the extent of public participation into communication policymaking is a measure of the level of democracy, and that the U.S. is “achieving new records in decline of such participation,” among them the “gift of a huge

public resource of cyberspace to concentrated private power, virtually without public debate.”

Barbara Ehrenreich notes of the book and its case that “the result of this concentration of power is that we get a range of views not much wider than that permitted in the old Soviet press.... There's not much hope for democracy [McChesney] concludes, unless the media can be pried free of the sticky fingers of the billionaire class.”

A copy will be sent to your present mailing address on file with AEJMC. ❖

(SKILLS, continued from page 1) multicultural education and question ways in which we can address complex issues within primarily professional classes. As a teacher, constraints come in the guise of time and material to be covered, space and resources, but also in terms of students' level of preparation and commitment to the class, institutional and personal responsibilities for research and "service" (committee meetings!) and my own level of knowledge, expertise and interest, to name only a few.

Students' constraints include tangibles such as jobs, social life, other class demands, and others, and many intangibles.

YES, I NEED TO COVER print advertising (magazine and newspaper), television, radio, outdoor, direct response, etc.—and, yes, I must convey the difference between strategy and tactics, the concept of the Big Idea, etc.; and, yes, I must also do what I consider remedial work in terms of writing—grammar, punctu-

ation, and spelling come to mind; and I must also learn and teach new technology such as Internet advertising and new software, i.e. updated versions of PageMaker and Photoshop.

My university has a system-level mandate to "foster cultural diversity in its student body, faculty, and staff as well as sensitivity to cultural diversity in its programs, policies, and procedures. [This includes a specific goal to] expand multicultural education by reflecting diversity and the roles of different ethnicities through curricula and programs." How the mandate will be fulfilled in terms of curricular changes if any remains to be seen. Some units on campus have made specific curricular requirements to ensure the mandate is followed and these attempts vary from requiring one long list of particular courses to a more elaborate, integrative approach which revised a curriculum.

MY PARTICULAR QUESTION however, remains at an individual level: As an instructor working within a system-level mandate, how can I both instruct

and guide students to an awareness of the importance of diversity and multiculturalism within their work, their communities, their social lives and the relevance of all of those to an increasingly global "environment"?

Undoubtedly our university will establish guidelines similar (or different) to those already in place in particular units. In the meantime, I have a responsibility to myself and my students to suggest that their professional and academic goals are only met with the recognition of our diverse environment.

The remainder of this discussion will provide less answers to the dilemma than possible approaches to working out answers, some resources that I have encountered, and a call for more discussion of this subject with an emphasis on pragmatic approaches to making basic media skills and other media professional coursework increasingly multicultural.

The conclusion will appear in the Summer 1997 issue.