

# in[QUEER]ies

An AEJMC Newsletter Addressing LGBTQ Issues and Interests

Volume 15, Issue 1

## ABOUT THE LGBTQ INTEREST GROUP

The Lesbian, Gay, Bisexual, Transgender and Queer interest group (LGBTQ) was established in 2003 with the desire and ability to create dialogue and support scholarship about LGBTQ concerns that should be discussed in classrooms nationwide.

Our mission is to help journalism and mass communications professors integrate LGBTQ issues and perspectives into JMC education and to support research into these issues and perspectives.



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## ¡Feliz año nuevo!

It's difficult to believe not only that a new year is upon us, but also a new decade.

At the risk of sounding cliché, this particular season has me reflecting on my past and the uneven journey that guided me to where I'm at today. Of particular relevance is the influence of the LGBTQ Interest Group and its many leaders on my academic career.

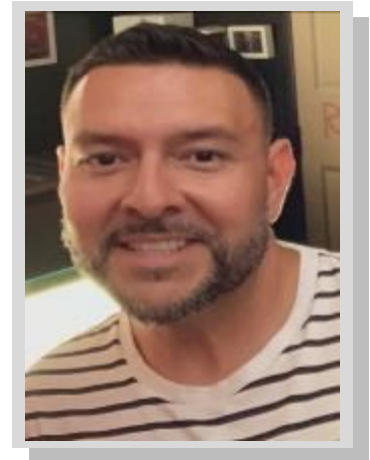
When I first joined the group in the summer of 2016, Dean Mundy was passing on the torch of Interest Group Head to Erica

Ciszek. It was Erica who first encouraged me to attend that year's business meeting and connect with an assemblage of like-minded and caring individuals that would soon become my academic family. Erica's invitation is emblematic of the welcoming spirit of the interest group.

Since that summer of 2016, I have had the opportunity to work with other remarkable interest group heads like Joseph Cabosky and Robby Byrd — each contributing to the momentum of the interest group and LGBTQ scholarship. I believe a special thanks to the aforementioned, and all those who have served as officers in the past, is merited.

A salute to the "Leaders of a Decade" can be found on page 8. To say I am excited and humbled to follow in their footsteps would be an understatement.

For the past 17 years, the LGBTQ Interest Group has worked exuberantly to uphold its mission to *help journalism and mass communications professors integrate LGBTQ issues and perspectives into JMC education and to support research into these issues and perspectives.*



NATHIAN SHAE RODRIGUEZ  
Interest Group Head

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## 5 Questions for Chelsea Reynolds

**(1) As a new professor, what has been your most unexpected challenge, and your most pleasing surprise in teaching?**

A: Teaching lights up my life, so I'm grateful to have secured a tenure-track position at a teaching-oriented university. I am constantly surprised by my students' tenacity. Many of them work full-time jobs, pay their tuition out-of-pocket, have families of their own, and commute more than an hour each direction in Los Angeles traffic in order to attend classes. They inspire me every day. It's amazing. They work so hard, and I'm so proud of them.

On the opposite side of the coin, my biggest challenge has been adjusting my syllabi to accommodate my students' busy lives. My previous academic appointments have been at flagship research universities where students' lives revolve around their academic pursuits. At Cal State Fullerton, I've found that leading discussion-based classes on pop culture topics gets students engaged and improves attendance, especially if we talk about media representations of race, gender, or LGBTQ communities. I care a lot about promoting social justice and equity, and my university really reflects those values in its institutional mission. It's nice to feel at "home," finally.

**(2) How have you balanced the teaching/research/service triad as you start your tenure track career?**

A: Don't tell my boss (who was formerly our Interest Group head; hi Jason!), but it's honestly been much easier to juggle my research, teaching, and service as a faculty member in the Cal State system than it was as a Ph.D. candidate at an R1 university. Graduate students face so much undue pressure to over-perform so they have a fighting chance in an over-saturated job market. As an assistant professor, I have to say, it does get better!

Since joining faculty in August 2017, I've published a handful of academic research articles in critical-cultural journals, but I've also enjoyed contributing to popular media as an expert source on sexuality and media topics. My research has been featured in *The Washington Post*, *Cosmo*, C-SPAN, *The Orange County Register*, San Francisco Public Radio, and numerous other outlets. I'm so lucky to work with supportive colleagues who celebrate my interest in public-facing scholarship.

Of course, there is always more service to do than time in the day, but I've very much enjoyed serving on my university's Diversity & Inclusion Committee, as well as my role as Vice Chair for the AEJMC LGBTQ Interest Group, Teaching Chair for the Cultural & Critical Studies Division, and Newsletter Editor for the Magazine Division. Service feels like

a pleasure when it's oriented toward your values.

If I had one piece of advice for young tenure-track profs, it would be to prioritize your research. With a 4/4 teaching load, I'm always trying to squeeze in a few hours to write every week, and I wish I had a better system for that.

**(3) One of the biggest challenges in teaching is always trying to move students from just being present, to being engaged. What do you find works best to inspire and excite students about topics you cover in your class?**

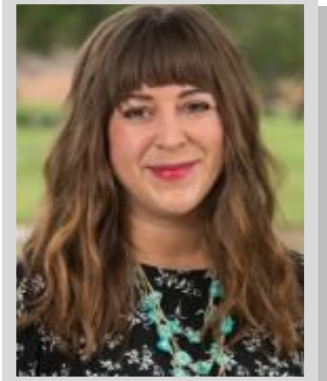
A: I have a really informal teaching style. I don't spend much time lecturing. I don't believe in a hierarchical learning style, which means I expect to learn just as much from my students as they learn from me. Because I structure all of my classes as discussions or workshops, it's pretty difficult to be absent. I don't give tests. I don't prioritize memorization. If you come to class each week ready to have fun and learn about something new, you're never at risk of failing.

As a principle, I also enroll in extracurricular classes — not at my university, but courses on ceramics, jewelry making, breath work, nonviolent communication, etc. When you observe other teaching styles, it helps you become a better teacher yourself. I was thrilled to earn my university's award for teaching excellence this year, so I guess something's working!

**(4) What advice would you give to others who are still making the journey through graduate school in hopes of landing a tenure track position in the future?**

A: When I was in grad school at Minnesota, health communication was the trendy and fundable research topic. All of my "successful" colleagues were doing health comm. And for a while I tried to fit into that box, but it was clear my research interests were in critical-cultural communication and advocacy research. I proposed a health comm dissertation because I thought it would get me a job, but at the end of the day I switched my committee, proposed a second dissertation in LGBTQ media studies, and eventually secured a tenure line based on that project.

Would I have been a successful scholar had I continued on the health comm route? Maybe. But my main point of advice is to



**CHELSEA REYNOLDS**  
Interest Group Vice Head

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## First look: Panel lineup, paper competition

**S**an Francisco is the mecca for the LGBTQ community and technology companies.

To explore the intersection of technology and queerness in relationship to research methods, this year's LGBTQ Interest Group has prepared a research panel titled *Queering Methods: Exploring the Emerging Topics and Research Methodologies in the Queer Digital Space* (partnered with the Cultural and Critical Studies Division).

New technologies (e.g. Instagram, Podcast, Tumblr, Reddit) have empowered queer people and different social minority members to communicate and connect with each other, build communities, (re)negotiate their identities, cultivate new forms of cultures, disseminate news, organize social movements, and create entrepreneurships in the digital space.

In addition, they make the traditional media, corporations, and advertising/public relations agencies reconsider their business and relationships with minority audiences and consumers. These emerging phenomena not only provide many research opportunities topically but also challenge researchers methodologically.

This roundtable will explore:

- The emerging topics in the queer digital space empowered by new technologies;
- The methodological challenges that different researchers face in their field (e.g., journalism, advertising, PR, cultural studies, media effects) when they do work in the queer contexts; and,
- The possible solutions and how these scholars approach this line of research methodologically.

Along with this research panel, the LGBTQ IG will also bring together the practitioners/experts based in San Francisco and scholars around the globe to present two important Professional Freedom and Responsibility (PF&R) panels, *International Communication and the LGBTQI+*

*Refugee/Asylum Seeker* (partnered with the International Communication Division) and *Historic Media Coverage of LGBTQ Issues: San Francisco and Other Key 'Places'* (partnered with the History Division). They complicate the LGBTQ issues through the lenses of nationality/citizenship and locations.

More importantly, our Top Faculty Papers Panel, Top Student Papers Panel, and scholar-to-scholar poster section seek submissions of original, non-published, English language only research papers on any topic related to sexual orientation, gender identity, or gender presentation, and journalism or mass communication for the AEJMC Conference, Aug. 6 to 9, 2020, in San Francisco, Calif.

Both faculty and students are strongly encouraged to submit their unpublished work. Papers employing all methods of inquiry and theoretical frameworks are welcomed. Monetary awards are provided for exceptional scholarship as detailed below. ***This year, the LGBTQ IG initiates a research panel solely for top student papers to encourage emerging scholars to pursue this line of work.***

We especially welcome scholarship dealing with – but not limited to – topics such as:

- Representations of bisexuality, sexual fluidity, and other sexual orientations that do not fit cleanly within the boundaries of “straight” or “gay.”
- Representations of genders and sexualities not covered explicitly in the “LGBTQ” acronym, such as asexual, intersex, pansexual, polyamorous, non-monogamous, questioning, two-spirit, non-binary, and gender-non-conforming people.



**MINJIE LI**  
Research Chair

Continued on page 9.

## Imagine the possibilities

**M**ore than 500 primary and secondary schools across the nation engage in dual language and culture immersion programs – 37,000 students alone in St. Paul, Minnesota schools speak 125 different languages because of these programs.

Education experts who back the efforts are convinced language and culture have power, regardless of the subject matter. There is agreement that maintaining a student’s native language and culture is vital to their self-esteem and identity. Most importantly, however, studies show all students have higher achievement as a result of such immersion programs by virtue of gaining exposure to other languages/cultures, and the ability to personally make important comparisons and contrasts.

Support for immersion programs is not universal, some resistance to U.S.-born English-speaking students required to learn a second language has emerged. The resistance is based around familiar ideas – mostly fears that students will somehow have to compromise their own values, traditions and beliefs just by learning those of others.

The similarities between language (or culture) immersion integration into classroom instruction is instructive to considering efforts to building campus and classroom spaces fully inclusive of LGBTQ people, culture and ideas. Author and education expert **Warren J. Blumenfeld** noted almost a decade ago that while many LGBTQ people exist throughout higher education, integration of LGBTQ content and pedagogies remains on the margins of most classrooms.

“Such marginalization not only dampens the civic and educational participation of people who identify as LGBTQ, but also deprives all students of important opportunities to explore critical aspects of human experience,” noted **Katheryn Peltier Campbell**, a senior writer and editor at the Georgetown University Center on Education and the Workforce.

What if an immersion approach was taken to the addition or incorporation of LGBTQ content into university communication classrooms? Many have taken the most simple steps, by changing pronouns in examples given, but certainly case studies, classroom exercises and writing and research assignments, centered entirely on

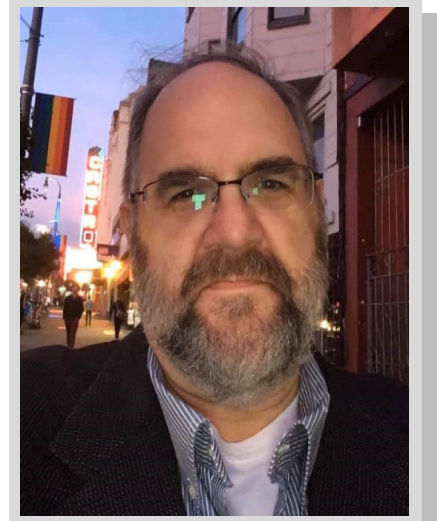
the issues and culture of lesbian, gay, bisexual, transgender or queer/questioning people could be barrier-breaking for many students.

Consider that the typical post-secondary student enrolled in public or private colleges and universities across the nation have been exposed to virtually no LGBTQ content as part of their formal educational process.

Some pioneering teachers (and even students) have worked to bring down such walls, but what if a classroom instructor chose an immersive approach to such Inclusiveness?

Certainly, just as language and culture immersion programs do in elementary and secondary schools, limits are placed on what amount of instruction is taken up in an immersion format. There are no instances, for example, where a school engaging language immersion programming would completely abandon English-language instruction and communication. It wouldn’t make sense, and either would asking non-LGBTQ students to abandon their own identities.

But what would be possible for students exposed in meaningful ways to LGBTQ culture, values, beliefs, understandings and interactions? Just as the “exotic nature” of learning a second language once seemed reserved for highly-motivated, informed or progressive students, immersive programs have broken down such ideas and opened the door to making being bilingual and bicultural a part of everyday educational achievement. Imagine the possibilities for LGBTQ immersion – perhaps one classroom at a time.



**ANDREW STONER**  
Teaching Chair

# Paper Call

## 2020 AEJMC Paper Competition Call

### Lesbian, Gay, Bisexual, Transgender & Queer Interest Group

AEJMC's Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Interest Group seeks submissions of original, non-published, English language only research papers on any topic related to sexual orientation, gender identity, or gender presentation, and journalism or mass communication for the AEJMC Conference, Aug. 6 to 9, 2020, in San Francisco, Calif.

Both faculty and students are strongly encouraged to submit their unpublished work. Papers employing all methods of inquiry and theoretical frameworks are welcomed.

Monetary awards are provided for exceptional scholarship as detailed below. This year, the interest group will be holding two top paper panels - one for faculty and one for students.

We, as a group, are placing a strong emphasis on supporting and fostering the scholarship and professional development of our emerging scholars.

We especially welcome scholarship from faculty and students dealing with – but not limited to – topics such as:

- Representations of bisexuality, sexual fluidity, and other sexual orientations that do not fit cleanly within the boundaries of “straight” or “gay.”
- Representations of genders and sexualities not covered explicitly in the “LGBTQ” acronym, such as asexual, intersex, pansexual, polyamorous, non-monogamous, questioning, two-spirit, non-binary, and gender-non-conforming people.
- The intersections between LGBTQ content and public policy, including but not limited to policies in the Trump era, the Reagan era, and during other recent administrations.

In previous conferences, papers included analyses of audience perceptions of LGBTQ TV characters, social media activist strategies, and coverage of transgender bathroom legislation. Given the prominence of San Francisco's LGBTQ community, communication scholarship with ties to San Francisco are also encouraged.

The paper must be uploaded to the server no later than **11:59 p.m. (Central Daylight Time), Wednesday, April 1, 2020.**

Paper submissions must comply with the AEJMC uniform paper call. Papers may be no longer than 25 pages, excluding tables, figures, and references; and contain no identifying information. Please refer to <http://aejmc.org/events/montreal2014/submit-clean-paper/> for detailed information on submitting papers for blind review. Each title page must identify whether the paper is a student or faculty submission.

#### Awards

The LGBTQ Interest Group is pleased to provide monetary awards and recognition for top student and faculty papers:

##### □ Top Student Paper Award

The LGBTQ Interest Group encourages graduate student submissions in its Top Student Paper competition. To be considered for the competition, papers must be wholly the work of students. The author(s) of the top student paper award will receive \$200 and a certificate in recognition of their work.

##### □ Top Faculty Paper Award

The top faculty submitted to the LGBTQ Interest Group will also receive an award. Papers written solely by faculty, or papers co-authored by faculty members and students, are eligible. The author(s) of the top faculty paper award will receive \$200 and a certificate in recognition of their work.

#### Additional Information

Additional information about the LGBTQ Interest Group can be found on our Twitter page, <https://twitter.com/aejmclgbtq>. Questions regarding submissions should be e-mailed to the LGBTQ Interest Group Research Chair, Dr. **Minjie Li** at [mli@ut.edu](mailto:mli@ut.edu).

The LGBTQ Interest Group urges all submitters to submit at least a day or two before the deadline so they can check to make sure that the uploaded document does not contain any self-identifying information in its properties. An early submission will allow any and all individuals to fully check submissions as they are entered into the system so that a resubmission prior to the deadline is possible.



## Scenes from Toronto – Summer 2019



**TOP PAPERS** — Dr. **Cheslea Reynolds**, assistant professor at California State University, Fullerton (at right), moderates the “top referred paper” session sponsored by the LGBTQ Interest Group at the AEJMC Convention in Toronto.

From left are **Michele Dreiling**, graduate student at the University of Oregon, who won “top student paper” for her work, “*What’s In A Name? Cultural Meanings of the X-Marker*”; Dr. **Bill Cassidy**, professor at Northern Illinois University, who presented “*Is Anyone Surprised? How Journalists Frame the Coming Out of Women Athletes*”; and Dr. **Tien-Tsung Lee**, professor and department chair at the University of Macau, who

presented the “top faculty paper” titled, “*Learning to be Inclusive? Testing the Effects of Media Diet on Attitudes Toward LGT Equality*.” Dr. Lee co-authored the paper with Dr. **Gary R. Hicks**, professor at the University of Southern Illinois.

A third faculty paper, “*Changing Body Ideals of Marginalized Identities and the Proliferation of Social and Entertainment Media*,” was summarized by Dr. Reynolds in lieu of its authors (who could not be present), Dr. **Cristina Azocar**, associate professor at California State University, San Francisco, and Dr. **Ivana Markova**, assistant professor at California State University, San Francisco.

The 102nd Annual Convention of the AEJMC took place in Toronto, Ontario in August 2019.



**LISTENING** — Dr. **Robby Byrd**, assistant professor at the University of Memphis, and Dr. **Nathan Shae Rodriguez**, assistant professor at California State University, San Diego, listen during a panel at AEJMC titled, “*Strange Fruit: Podcasting and Diverse Stories from GLBT Community*.” The panel considered the unique issues of racial minorities in the mass media, using podcasting as a platform for diverse storytelling.





AEJMC's 103rd Annual Conference  
 Aug. 6-9, 2020 □ San Francisco, CA  
<https://www.aejmc.org/home/events/annual-conference/>



## Exploring LGBTQ history in the city by the bay

San Francisco offers some wonderful resources for exploring the LGBTQ history of the city by the bay, and the overall gay liberation movement in nation.

### □ GLBT Historical Society Museum & Archives 4127 18th St., San Francisco, CA

Founded in 1985, the GLBT Historical Society is recognized internationally as a leader in the field of LGBTQ public history. The center is housed on two sites, the GLBT Historical Society Museum, located since 2011 in the Castro district, and the Dr. John P. DeCecco Archives and Research Center, open to researchers in the Market district.

The GLBT Historical Society collects, preserves, exhibits and makes accessible to the public materials and knowledge to support and promote understanding of LGBTQ history, culture and arts in all their diversity.

### □ Human Rights Campaign Store 575 Castro St., San Francisco, CA

The HRC store is located in the heart of the Castro district in the former camera shop location operated by the legendary **Harvey Milk**.

In addition to HRC “equal” products and souvenirs of all types, the store offers information on exploring San Francisco nightlife and landmark locations (including the “Rainbow Walk of Fame”). HRC supporters also receive \$2 off admission to the GLBT History Museum.



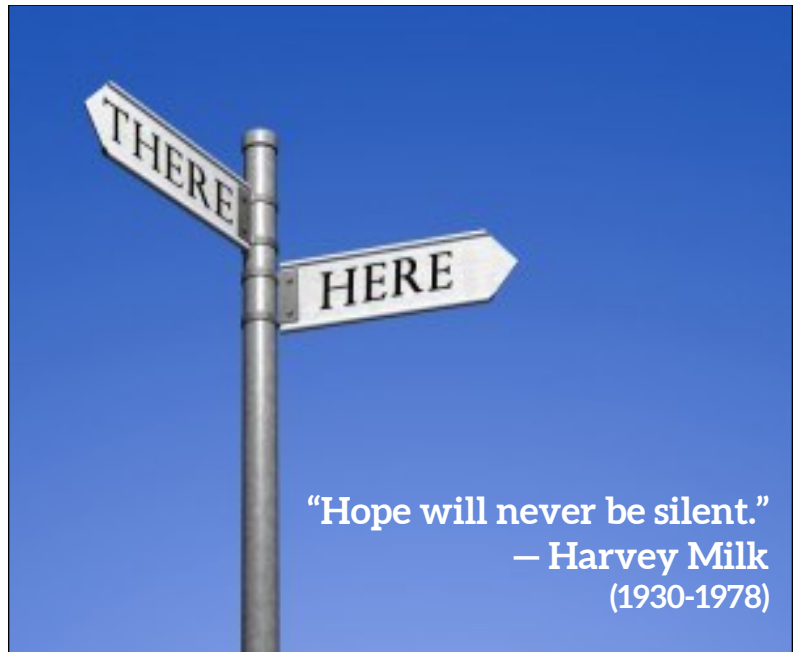
**TOP STUDENT PAPER** — Accepting the Top Student Paper Award at the Toronto AEJMC conference is **Michele Dreiling**, graduate student at the University of Oregon. At left is 2019 LGBT Interest Group Head Dr. **Robby Byrd**, and LGBT Interest Group Vice Head Dr. **Chelsea Reynolds** (who served as Research Chair for 2019).

# From there to here – honoring our past

Getting from there to here requires leadership — and the LGBTQ Interest Group would like to salute a decade of our leaders.

We thank each of these individuals for their leadership and service over the last 10 years as the LGBTQ Interest Group has continued to grow and thrive as part of the AEJMC.

INTEREST GROUP HEAD	YEAR OF SERVICE
Tim Edwards	2010-11
Jason Shepard	2011-12
Rhonda Gibson	2012-13
Tien-Tsung Lee	2013-14
Tara Kachgal	2014-15
Dean Mundy	2015-16
Erica Ciszek	2016-17
Joseph Cabosky	2017-18
Robert Byrd	2018-19
Nathian Shae Rodriguez	2019-20



## 2019-20 LGBTQ IG Officers

**Head**

**NATHIAN SHAE RODRIGUEZ**, Ph.D., Assistant Professor  
San Diego State University — nsrodriguez@sdsu.edu

**Vice Head**

**CHELSEA REYNOLDS**, Ph.D., Assistant Professor  
California State University, Fullerton — chreynolds@fullerton.edu

**Research Committee & Paper Competition Chair**

**MINJIE LI**, Ph.D., Assistant Professor  
The University of Tampa — mli@ut.edu

**Teaching Chair — Newsletter Editor**

**ANDREW E. STONER**, Ph.D., Associate Professor  
California State University, Sacramento — andrew.stoner@csus.edu

**Professional Freedom & Responsibility Chair**

VACANT

**Graduate Student Liaison**

**ELAINE BRITTANY-SIMÕES ALMEIDA**, M.A. Student  
University of Wisconsin—Madison — ealmeida2@wisc.edu

**MAKING A POINT —**

Dr. **Tien-Tsung Lee**, professor and chair of the Department of Communication at the University of Macau, makes a point during his presentation at the AEJMC annual convention in Toronto, August 2019. Dr. Lee is a former Associate Dean at the University of Kansas.





# Panel lineup and paper competition

Continued from page 3.

- The intersections between LGBTQ content and public policy, including but not limited to policies in the Trump era, the Reagan era, and during other recent administrations.

In previous conferences, papers included analyses of audience perceptions of LGBTQ TV characters, LGBTQ social media activist strategies, and coverage of transgender bathroom legislation.

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## Call for Reviewers

In order to provide valuable feedback to our authors — especially graduate students and junior faculty — we request the assistance of our members in reviewing manuscripts. Those interested in judging should visit the All-Academic site through the AEJMC website at <https://convention2.allacademic.com/one/aejmc/aejmc20/>.

Please create your account by Friday, March 6, 2020. This will allow for assignments of papers to proceed quickly, and you will have immediate access to your assigned papers to judge soon after the All-Academic system closes for paper uploading. Creating your username and password now will also allow you to submit, judge, and download papers all from the same created account. Note: Each year is unique, and if you created an account last year, you will need to do so again this year.

E-mail LGBTQ IG Research Chair Dr. **Minjie Li** at [mli@ut.edu](mailto:mli@ut.edu) with any questions or concerns.

## See you in San Francisco — Aug. 6-9

The LGBTQ Interest Group is pleased to announce four special panels at the upcoming AEJMC 2020 Conference in August.

While the schedule for the San Francisco meeting is still being set, topics and sponsors of the various panels have been approved, including:

- **Research Panel — *Queering Methods: Exploring the Emerging Topics and Research Methodologies in the Queer Digital Space.*** Sponsored by the LGBT Interest Group and co-sponsored by the Cultural and Critical Studies Division.
- **Professional Freedom and Responsibility Panel — *International Communication and the LGBTQ+ Refugee Asylum Seeker.*** Sponsored by the International Communication Division and co-sponsored by the LGBT Interest Group.
- **Professional Freedom and Responsibility Panel — *Historic Media Coverage of LGBTQ Issues: San Francisco and Other Key 'Places.'*** Sponsored by the History Division and co-sponsored by the LGBT Interest Group.
- **Teaching Panel — *Political Speech on Campus Online and Marginalized Students — Preparing for the 2020 Election.*** Sponsored by the LGBT Interest Group and the Law & Policy Division.

In addition to these panels, the LGBT Interest Group will present honors for the top faculty and top student papers, a poster session, and our annual business meeting. All are invited to join us in San Francisco in August!



**TOP FACULTY PAPER** — Accepting the Top Faculty Paper Award at the Toronto AEJMC conference is Dr. **Tien-Tsung Lee**, professor and chair of the Department of Communication at the University of Macau. At left is 2019 LGBT Interest Group Head Dr. **Robby Byrd**, and LGBT Interest Group Vice Head Dr. **Chelsea Reynolds** (who served as Research Chair for 2019). Dr. Lee accepted on behalf of his co-author, Dr. **Gary R. Hicks**, professor at the University of Southern Illinois, who was not able to be present.

## 5 Questions for Chelsea Reynolds

**Continued from page 2.**

pursue your passions and work on the projects you know will make a difference. There's nothing worse than compromising your values for a paycheck — which is why most of us got into academia in the first place.

**(5) What research activities are you engaged in, what's next from you?**

A: In December, I published an article about queer feminist zines in the ICA journal *Communication, Culture, & Critique*. I'm currently finishing an R&R about newspaper coverage of

Craigslist sex forums in the *Journal of Sex Research*. My research assistant and I are launching a qualitative study of campus magazines as high-impact practices, which we're hoping to send out to AEJMC by the April deadline. I'm also interested in the queer online dating app, LEX, and how it has repositioned online classified ads in the digital dating landscape. I'd love to start looking into that soon. If you'd like to collaborate, shoot me a line! - [chreynolds@fullerton.edu](mailto:chreynolds@fullerton.edu).

## Why I still use the honorific with my co-author: humility as a tool for hope

**M**y co-author wasn't my thesis advisor or even on my committee as I was graduating from the University of Texas with my M.A. in Advertising.

They were just a faculty member I was doing research with, a new (and much needed!) critical cultural face on my department's floor of overwhelmingly science and health communicators. My thesis advisor virtually introduced us, I sent over a CV, and a week later I was coding interviews and combing through the literature.

For me, the fit was instant, and partially unreal. My co-author trusted me as a graduate student, set boundaries and deadlines, called me out when I missed or overstepped them, never scolded me for my overly chatty nature, and always practiced understanding and empathy with me. They were quick to mentor and slow to judge. To have such a working relationship new to me, and I truly felt like a co-author, and never like a faceless assistant.

Throughout our time together, when on a group call or when talking about them with others, I found myself still referring to my co-author with their full title of doctor — even when I unknowingly referred to others' by their first name. My co-author laughed when they noticed and extended their natural kindness, insisting that their first or last name would suffice.

I found myself wondering why it was so important to me to use my co-author's honorific, why dropping it felt like I was somehow cheating myself.

My co-author is the first professor I worked with who was not only openly queer, but let queer subjectivities be the focus of their work. They are tenure track, published, giving, and unabashedly, and very integrally, integrated with queer communities both in and out of the university. They didn't just preach "community" and "listening" but they actively practiced it. They wrote about trust and courage because these were the two virtues they held over all others. It was all so new to me, both my undergraduate and graduate degrees absent of such a person before them.

Calling my co-author by the honorific was a constant reminder for me that openly queer folks are tenure track faculty and involved in their community, sacrificing



ELAINE BRITTANY-SIMÕES ALMEIDA  
Graduate Student Liaison

neither. It's a reminder that one doesn't have to choose for their activism to live in only one sphere and that there are worlds where not only do queer folks survive various realities, but they thrive in them.

As a young scholar, now only in the first year of my Ph.D., having these north stars are unbelievable signs of hope for me. My co-author still lets me write with them and I am excited for our upcoming projects — but more importantly, they allowed me to really reflect on my own realities, my own very real reality of one day being a doctor, and what that will mean for future students.

I call my co-author, Dr. **Erica Ciszek**, doctor not only out of professional respect, but because each time is a small reminder of the promises of my own future. I am very selfish in that way. And I am grateful — and so deeply hope other students have similar material opportunities around them — to envisage the queer futures ahead.



## A new decade arrives

Continued from page 1.

Officers and members alike have contributed their research, time, and resources to the annual conference, newsletter, and other group activities. This demonstration of unity is essential to the preservation of our past and the safeguarding of our future.

As we look forward to a new decade of involvement, both inside and outside the interest group, I ask that you reminisce in the catalysts of your academic endeavors. Evoke the motives for your teaching, research, and advocacy to energize and influence. You are important and your contributions are invaluable.

The location for this year's annual conference, San Francisco, is a symbol of love, diversity, and queerness. The interest group invites faculty and students to submit their research, attend our business meeting, and join us throughout the conference as we celebrate our LGBTQ heritage and the extraordinary activists who battled for LGBTQ rights.

The interest group still has some planning to do for San Francisco (like a historical tour of the Castro, pub crawl, and group social), but we do have many collaborative sessions and research panels solidified. Our Vice Head **Chelsea Reynolds** and I have spent the last few months negotiating with other divisions and interest groups to put together a diverse, yet specific, schedule of panels for August. Chelsea's tenacity, commitment, and rigor are an inspiration to say the least.

In this issue beginning on page 3, **Minjie Li**, research committee chair, offers a preview of what to expect in San Francisco regarding our collaborative panels.

The most recent addition to this year's conference, and perhaps the most exciting, is an all-student research paper panel. We, as an interest group, are placing a strong emphasis on supporting and fostering the scholarship and professional

development of our emerging scholars. They are, after all, our future leaders and, to put it quite frankly, can teach all of us a thing or two.

Nurturing symmetrical mentoring relationships is directly aligned with the focus of our current AEJMC President, Dr. **David Perlmutter**. In the October 2019 issue of *AEJMC News*, Perlmutter states that professional mentoring is "the greatest reward of all."

In this issue of *In[QUEER]ies* you'll find the paper call for our division on page 5. We invite faculty and students to submit their research, as well as volunteer to review papers.

Also in this issue on page 11, in agreement with our emphasis on students and symmetrical mentoring, the interest group's graduate student liaison, **Elaine Brittany-Simões Almeida**, recounts a mentoring relationship that left a lasting impact on her professional life. On page 5, **Andrew Stoner**, teaching chair, discusses the pedagogical benefits of LGBTQ immersion for students of all identities.

I look forward to not only an amazing annual conference, but also an excellent year of research, collegiality, and advocacy. Please feel free to send me any comments, questions, or submissions you may have for future newsletters. My contact information, as well as the contact information for all of the interest group's officers can be found on page 8.

*¡Próspero año a todos y brindis por una nueva década!*

