MEDIA FREEDOM SUMMIT
CELEBRATING 40 YEARS OF PROJECT CENSORED

OCTOBER 21–22, 2016
SONOMA STATE UNIVERSITY
“It is immensely gratifying to be able to congratulate Project Censored on the Fortieth Anniversary of its remarkable achievements, both in bringing to us critically important stories that have had little or no media attention and in engaging young activists who will be able to carry on this very valuable work. A crucial contribution to the hope for a more just and democratic society.”

–Professor Noam Chomsky
Dear Summit Attendee:

Project Censored welcomes you to the Media Freedom Summit: Celebrating 40 Years of Project Censored, at Sonoma State University (SSU) in scenic Northern California. The Summit presents an opportunity for a diverse gathering of journalists, students, faculty, activists, and community members to identify and address crucial threats to media freedom, to learn about and share effective strategies for advancing media freedom, and to promote critical media literacy education in service of social justice and meaningful change in local communities and our larger society. The Summit is co-sponsored by the Action Coalition for Media Education and Sacred Heart University’s Media Education and Digital Culture graduate program.

This event takes the form of an “unconference.” In this format, panelists do not read papers to audiences or present slideshows on their research or programs. Instead, the intent is to generate conversations based upon the interests and insights of each session’s facilitators and participants. At the summit’s closing, we will merge the most important insights and conclusions from these sessions into a final document that will be made public as a guide to future work in advancing media freedom, broadly construed. The Media Freedom Foundation will then solicit summit participants to develop working groups who will strategize how to achieve one or more specific goals developed in this document.

Sincerely,

The Project Censored Team

PROJECT CENSORED
The News That Didn’t Make The News
How in the world could Richard Nixon be re-elected to the presidency after taking part in Watergate? When Sonoma State University (SSU) professor Carl Jensen asked this question in 1976, few could have predicted that he would turn it into an education project that transformed the lives of thousands of students and millions of readers. Jensen’s research concluded that Nixon was held to no noteworthy media scrutiny during his 1972 re-election bid because the corporate media ignored Watergate. However, the independent press had continued to note Nixon’s involvement in the crime, and eventually Nixon resigned.

Most academics would have completed a study like Jensen’s, published it, and begun the next project. Not Jensen. Jensen sought to ameliorate the societal problem of citizens receiving information from a propagandistic and inaccurate corporate media system. He began having his students compare corporate and independent news coverage every semester to document what was and was not being covered by corporate media. The top twenty-five independent news stories that were ignored by the corporate press were published in an annual list distributed for public consumption. Their project was dubbed Project Censored: The News that Didn’t Make the News, and it is now a forty-year bastion of media and democracy in action.

Some journalists and editors in the corporate media took issue with Jensen, arguing that the stories were not “censored” as he claimed, but due to time and space constraints could not be published, a decision they defended as part of “news judgment.” Jensen researched their claim and concluded that the corporate media often covered trivial and non-newsworthy stories at the expense of newsworthy stories. He called such coverage Junk Food News. Once again, Jensen could have just let his research speak for itself, but instead he added a list of the corporate media’s Junk Food News to Project Censored’s annual publications.

When Jensen retired, Peter Phillips, a sociology professor at SSU, became the director of Project Censored. Phillips was convinced that the corporate media peddled propaganda that misinformed and misguided the public to adopt positions against their interests. Like Jensen, Phillips had his students investigate how mass media disseminate inaccurate and propagandistic stories. They began to document such instances and called them News Abuse, which refers to the corporate media stories that were newsworthy but presented in a slanted, partial, or trivial manner.

Mickey Huff became the director of Project Censored in 2011. Huff and associate director, Andy Lee Roth, launched The Affiliates program, which expanded Project Censored to campuses beyond Sonoma State. This allowed students and faculty from around the world to contribute to the work of Project Censored. Beginning in 2014, Project Censored teamed with Sacred Heart University’s Media Literacy and Digital Culture graduate program and the Action Coalition for Media Education to create the Global Critical Media Literacy Project.
The GCMLP allows students and faculty to explore critical media literacy pedagogy by creating content that is published on the GCMLP webpage (GCML.org). The content offers alternative narratives to the hegemony of corporate media and empowers students to create meaningful change in their communities.

In the four decades since Jensen launched Project Censored, thousands of faculty, students, journalists, and community members have been touched by the project and its work. The Project remains committed to social justice and offering students an education that makes them equitable participants in the political economy. Project Censored celebrates Jensen’s—and the Project’s—past accomplishments and looks forward to maintaining its positive influence while fighting against censorship in its many guises and helping to maintain a truly free press.
EXPANDED SCHEDULE

FRIDAY, OCTOBER 21

[9:00 a.m.–10:30 a.m.]
Welcoming Ceremony: Media Freedom Summit: The Global Critical Media Literacy Project-Actions and Goals (Ballroom A)

[10:40 a.m.–11:55 a.m.]
Project Censored Educator Workshop:
The Role of Critical Media Literacy in a Social Justice Pedagogy (Ballroom C)

Facilitators
Mickey Huff (Diablo Valley College)
Andy Lee Roth (Citrus College)
Susan Rahman (Marin College)
Peter Phillips (Sonoma State University)

Studies have shown that contemporary students respond to hands-on, group-oriented, solutions-based pedagogies. At the same time, these students are inundated with individualistic and market-driven neoliberal narratives that reduce the potential for students’ civic engagement. For forty years, Project Censored has used a critical media literacy–oriented service-learning model to increase students’ social justice attitudes, foster civic engagement, and make them critically aware of the influence of media. This workshop will provide educators and students with Project Censored’s curriculum and exercises, including their joint venture with the Action Coalition for Media Education and Sacred Heart University’s Media Literacy and Digital Culture graduate program: The Global Critical Media Literacy (GCMLP). The workshop session will emphasize the role of critical media literacy in social justice education.

[10:40 a.m.–11:55 a.m.]
Student Strategies Discussion Forum (Ballroom B)

Facilitators
Ana Rivera (California State University, East Bay)
Edwin Sevilla (Ohlone College)
Mark Yolangco (Ohlone College)
Deseriee McSwain (Ohlone College)
Daniel Cerezo (California State University, Maritime Academy)
Hanna Begnell (California State University, Maritime Academy)

This session will provide space for students to discuss how media can be used as tool for social justice. The discussion will focus on strategies for building and maintaining cross-campus unity in contemporary social justice movements.
[FRIDAY, October 21, cont’d.]

[1:30–2:45 p.m.]

**Critical Connections:**
**Critical Race Theory, Critical Media Literacy, Critical Pedagogy, and the Black Lives Matter Movement** (Ballroom B)

*Facilitators*
Nicholas Baham (California State University, East Bay)
Brittany Prince (San Francisco State University)
William Yousman (Sacred Heart University)
Caitlyn McCoy (College of Marin)

Recently, the Black Lives Matter movement has successfully challenged American discourse on white supremacy, racism, and inequality. Using social media as a tool for communication and organizing, this decentralized movement is forcing corporate media to confront issues that they would much prefer to ignore. At the same time, many media outlets continue to offer misleading disinformation about BLM, consistent with traditional media’s distorted coverage of previous social movements. This session will define and trace the connections between critical race theory, critical media literacy, critical pedagogy, and the Black Lives Matter movement, while showing how BLM can function as a model for both other social justice movements and for social justice education.

[1:30–2:45 p.m.]

**UnEARTHING Media:**
**The Digital Age's Impact on the Environment** (Ballroom D)

*Facilitators*
Michael Nash (Beverly Hills Productions)
Kimber Veltri (Environmental Action Center)
Rob Williams (University of Vermont, Burlington)

In order to bring about systemic environmental change, we need to determine the most effective way to utilize the digital age to unite media voices, policymakers, scientists, lawyers, advocates, educators, and citizens around key environmental questions and concerns. Often, environmental policies are based on intricate scientific concepts while also being conveyed as highly divisive political topics, so how do we effectively unite the masses around such a technical but gravely important cause to effectuate the necessary changes? We must use critical media literacy education to explore the relationships between our digital age and our environment, from supply-chain sourcing for our mobile devices to the messages we store and exchange on their platforms. Join us for a wide-ranging adventure connecting our digital age to our environment.
Can Human Freedom and Dignity Survive in an Age of Rampant Government Surveillance and Unprecedented Corporate Control of Communication? (Ballroom C)

Facilitators
Mary Cardaras (California State University, East Bay)
Elliot Cohen (Indian River College)
Steve Macek (North Central College)
Peter Phillips (Sonoma State University)
Beth Napier (College of Marin)

This session will examine the threat to human freedom and dignity in an age of rampant, warrantless government surveillance and the consolidation of control over virtually all channels of communication in the hands of a very few, large corporations. It will ask how free and unfettered communication can be preserved amid burgeoning corporate monopolies and emerging technologies that have the potential to control, censor, and destroy the free flow of information and ideas in the global community.

Power Dynamics and Problem Solving: Engaging Both to Explore Civic and Community Engagement (Ballroom D)

Facilitators
Allison Butler (University of Massachusetts, Amherst)
Patricia Elliot (University of Regina)
Nolan Higdon (California State University, East Bay)

After a brief introduction of their work and connections with civic engagement and service learning, panelists will discuss the principles of community-led media and community problem-solving, focusing on the questions of who leads, who decides, what is the appropriate role of a student in facilitating a community media project, and what role does social justice play in service learning? While many of us enter into civic engagement and service learning with the best of intentions about community collaboration, challenges of power dynamics are inevitable. How can we most responsibly approach the genuine concerns surrounding questions of power? Participants are asked to bring “real world” struggles to the panel so that together we can brainstorm and problem-solve, sharing and codifying best practices that undoubtedly will make all our work stronger. How can the process of critical inquiry, as understood through critical media literacy, play a role in civic engagement? How can we fuse
civic engagement with critical media literacy to foster greater equity in our communities and our collaborative processes?

[FRIDAY, October 21, cont'd.]

[5:00–8:30 p.m.]
Project Censored’s 40th Anniversary Celebration (Ballroom A)
Our celebration will begin with a reception at 5:00 p.m., including hors-d’oeuvres with wine and beer available for purchase, with music by Bobby Aztlan Ramirez, and will feature an overview of the Project’s work with faculty and students, the latest Top Censored Stories, and a round table discussion led by Abby Martin, with Mark Crispin Miller, Mnar Muhawesh, and David Talbot on the state of media freedom and the significance of independent journalism. These speakers are scholars of media and history and exemplary investigative reporters working on the cutting edge of an increasingly robust, revitalized, and digitally networked Fourth Estate.
**SATURDAY, OCTOBER 22**

[9:00–9:45 a.m.]
**Breakfast Talk- Global Critical Media Literacy Project: Student and Faculty Forum** (Ballroom C)

[10:00–11:15 a.m.]
**Desert of the Real: Empire, State Crimes, and Critical Pedagogy** (Ballroom B)

*Facilitators*
Aaron Good (Temple University)
Mark Crispin Miller (New York University)
Lance deHaven-Smith (Florida State University)
Matthew Witt (University of Laverne)

Four radical academics explore ways in which scholarship and teaching can serve to illuminate the dark political and historical realities routinely obscured by the mainstream of academia and the media.

[10:00–11:15 a.m.]
**Radical Cartooning** (Ballroom D)

*Facilitator*
Khalil Bendib

In this powerful workshop, award-winning political cartoonist Khalil Bendib will engage with participants about the art and purpose of political cartooning.

[11:35 a.m.–12:50 p.m.]
**Challenging Media Industries through Feminism and Queer Theory: Pedagogy and Activism in the Classroom and Beyond** (Ballroom C)

*Facilitators*
Andrea M. Bergstrom (Coastal Carolina University)
Lori Bindig (Sacred Heart University)
Julie Frechette (Worcester State University)
Katherine Prendella (Sacred Heart University)

This session includes four critical presentations and discussion.
(1) Feminist Approaches in the Classroom and Beyond: Challenging Gender Inequity in U.S. Media. In order to define themselves in a media-saturated environment, today’s generation must critically interrogate the conceptualizations of gender, identity, class, race, sexuality, and representation. As Andrea Press explains, “our culture’s representations of the female gender have changed along with our...changing cultural notions about female roles and identity.” Given the continual shifts in ideas and conceptions about gender identity and representation, as well as changes in the social mobility of and possibilities for women, it remains essential for us to understand the complexity of images of gender propagated in media industries. Men are also increasingly challenging rigid stereotypes that box them in and degrade those of the opposite sex. In a post-structuralist world, it is important to go beyond essentializing gender difference into segregated binary categories. Feminist scholar Judith Butler reminds us that gender is not determined biologically; rather it is performative. Accordingly, if we are to understand gender and encourage students to engage in social justice and activism, then we must deconstruct how the media industries continue to signify “difference” along gender lines. This talk will be participatory and will encourage dialogue about the best means to teach and apply the critical tools needed to engage in teaching feminism through gendered media deconstruction, social justice, and activism. The hope is to challenge and reassemble our understandings of gender, identity, and power in the twenty-first century.

(2) The Challenges of Implementing Feminist/Queer Theories Where Prior Engagement with These Perspectives Ranges From Nonexistent To Extensive

Mainstream media outlets have a long history of vilifying feminism and its associated viewpoints throughout representations and discussions of gendered issues. This presents a particular set of challenges for educators and activists, including overcoming the barriers portrayed within media content as well as reframing both practical and theoretical components of what feminism(s) can be in our own lives and communities. As a university educator with a critical lens, the facilitation of classroom cultures and the enactment of pedagogical approaches that reflect feminist perspectives are at the forefront of my teaching objectives. These goals present themselves in varied ways based on the courses themselves, their requirements, and the composition of students enrolled. An interesting point of engagement with these classroom dynamics occurs within the Gender Communication course at Coastal Carolina University, which serves as a requirement for the Communication Studies concentration within the Communication major, an elective for the applied concentrations within the Communication major, or a selection within the Women and Gender Studies minor. Based on the aforementioned academic structures, the course itself brings together a group of students with diverse identities, academic preparedness, and widely varied prior knowledge of gender and feminism(s). The challenges of implementing feminist/queer theories where prior engagement with these perspectives ranges from nonexistent to extensive creates a particular set of tensions I intend to explore as part of this panel.
(3) Getting a Seat at the Table versus Flipping the Table Over: The Challenges for Queer and Feminist Scholars Working for Social Change. As an academic who teaches critical media studies, I view media education as a consciousness-raising tool that has the potential for individual and social transformation. As a feminist scholar, I have studied gendered texts and audiences through an intersectional lens. As a feminist educator, I strive to create a classroom environment where my students feel comfortable questioning taken-for-granted beliefs about the media and its impact surrounding gender and sexuality. While these individual practices help effect change on a small scale, it is also important to consider how we can implement feminist and queer theory on an institutional level. Therefore, in order to effect large-scale change, media scholars and educators must be committed to exploring ways to develop programs that challenge hegemonic structures within academia. These same scholars and educators must simultaneously work to establish partnerships with activist organizations that extend our conceptions of teaching and learning beyond the ivory tower. Thus, this presentation interrogates the ways in which the academy hinders queer and feminist scholars and shares practical strategies for challenging the status quo through media education.

(4) The Worth of Personal Narratives: A Feminist Media Studies Presentation. Critical feminist media scholars analyze media texts for their impact and influence on society through the narratives that the media present. Specifically, scholars examine how the representations presented by the media shape our world and our views of one another. Feminism speaks to the importance of personal narratives in storytelling. Further, feminist scholars state how circumstance and lived experiences shape mindsets and therefore change the way that each of us engages with the world around us. It stands to reason, therefore, that scholars should begin with an examination of the self, before critiquing and engaging in conversations. Through examination of her own journey through feminism and media studies, this presenter not only will demonstrate the need for the work of feminist media scholars, but also will detail that it is essential to make the work personal.

[11:35 a.m.–12:50 p.m.]
**Post-Modernism: The Age of No Truths?** (Ballroom D)

*Facilitators*
Brian Dolber (California State University, San Marcos)
Barbara Duggal (Ohlone College)
Burton Lee Artz (Purdue University)
Gordon Glover (State University of New York, Plattsburgh)

Can we distinguish truth from fiction in our media environment? This engrossing session will explore the meaning of “truth” in the digital age, beginning with a brief presentation on commercial media conventions and techniques that build common sense beliefs. Participants will discuss postmodernism as an experience structured by neoliberalism, the proliferation of conspiracy, and the commercial media framing of war, conflict, and terrorism.
[SATURDAY, October 22, cont’d.]

[2:05–3:20 p.m.]
**Mutual Engagement Among K-12, Undergraduate, and Graduate Programs & Educators**
(Ballroom B)

*Facilitators*
Lori Bindig (Sacred Heart University)
Ben Boyington (Action Coalition for Media Education)
Allison Butler (University of Massachusetts, Amherst)
William Yousman (Sacred Heart University)
Joselyne Quiroz (College of Marin)

This interactive workshop begins with sharing critical media literacy approaches through various grades and across academic institutions as a way to open up a space for sharing best practices and working through productive problem-solving. Bill Yousman will provide a meta-introduction to the topic; Ben Boyington will discuss concepts for media literacy and assorted pedagogies in public K-12 education, buttressed by classroom experience and research; Allison Butler will discuss legislative efforts and the development of an undergraduate media literacy certificate program; and Lori Bindig will round out the development with a discussion of building a media literacy graduate program. In their individual and shared work, participants work toward underlying social justice goals; when this work is woven together, it can provide a thorough education plan for students and faculty alike. Participants are invited to share their experiences and expertise with panelists, focusing on proactive efforts in media literacy and a focus on "what works" for students and teachers. Working collaboratively, can educators model a media-literacy journey that will result in critically engaged youth, teachers, classrooms, and communities?

[2:05–3:20 p.m.]
**Constructive Media Literacy and Generative Journalism**
(Ballroom C)

*Facilitators*
Kenn Burrows (San Francisco State University)
Brandy Miceli (San Francisco State University)
Isabelle Wachsmuth (World Health Organization)

*Description:*
This workshop will explore an ongoing crisis in human perception impacting the nature of journalism, the news and media today, and what to do about it.

Humans evolved to be fearful—paying attention to perceived threats helped keep our ancestors alive, yet our brains can now be easily hijacked by what appears threatening—
whether real or not. Because the human brain is wired to be anxious and afraid, we tend to make two major mistakes: overestimating threats and underestimating resources and possibilities. Most “news” is about what we fear—fraud, theft, murder, war and natural disasters. This constant reporting of tangible threats creates a culture of fear that shapes our collective attention—blinding us to prevalence of human goodness, and creative possibilities.

Constructive Media Literacy (CML) emphasizes news highlighting human goodness, and creativity—news of what is possible (newly imagined) —therefore really new. CML also supports awareness of the human tendency to identify the "problems as news" and devalue, and under-report "positive news." Generative journalism, one form of constructive media, speaks to this crisis in journalism by asking questions that support the best possible outcome in any situation—using positive storytelling as an enabler of human strengths while recognizing how human imagination and "better stories" can change everything.

We will conclude by exploring the the Mindful Media Movement (conscious use of media), key conversations for the 21st century and the role of validated information networks in supporting those conversations and health-promoting behavior.

[3:40–4:55 p.m.]

21st Century Media and the First Amendment:
Who Counts as a Journalist? (Ballroom D)

Facilitators
Elizabeth Blakey (California State University, Northridge)
Peter Byrne (Investigative Journalist)

Who counts as a journalist? This has become a central question in First Amendment circles. FCC Commissioner Nicholas Johnson once wrote about dealing with the media as “our second priority,” meaning that whatever our primary areas of concern may be, if media reform and revolution are not next in line, then we are likely to make little, if any, progress in our primary area of concern. As the rights and obligations of journalists evolve, it becomes important to reconsider who is a journalist in a variety of First Amendment cases and controversies. For example:

- When does confidential source protection apply? Only to mainstream or traditional journalists? To bloggers and vloggers? Also, what is the value of grand jury secrecy when lawyers and others are leaking information to the media for unethical reasons?
- How are SLAPP laws changing, as the status and social role of the journalist shifts?
- While "media defendants" have long enjoyed additional privileges in libel cases, based on their social status, the meaning of the term "media defendant" was limited to legacy print
media and traditional broadcasters. Now, with the advent of digital communications and social media, the rules are changing. When should new journalists, citizen journalists, and other emerging types of publishers be given the same constitutional privileges as legacy and traditional media? Are podcasters able to use the media defendant privileges?

• How can digital publishers and audience members become empowered to create and share media as a tool that leads to achieving social justice goals around these issues?

Instead of simply presenting these issues and case studies to the audience, the panelists will engage audience members in the topic. We will interact and explore the definition of a journalist, discuss the relevant changes in journalism ethics, and have a mini-debate, outlining a pro/con list of the values at stake.

[3:40–4:55 p.m.]

People’s Videography and Citizen Journalism: A Social Justice Workshop (Ballroom B)

Facilitators
Christopher Oscar and Doug Hecker (Project Censored the Movie: Ending the Reign of Junk Food News)
John Collins (Weave News)
Ken Walden (What the Would Could Be; Solutions U)
Chase Palmieri (Tribeworthy.com)

This workshop will focus on filmmaking as a tool of education and social justice. Filmmaker Doug Hecker will share his experience working in college classrooms to produce documentary films about underreported news stories. John Collins, director of development for the independent media organization Weave News (www.weavenews.org), will use examples from two Weave News videography projects (Big Questions and Silent Voice From Holot) to demonstrate how we can use the tools of basic videography to weave together creative resistance, grassroots journalism, and critical dialogue on a global scale. Chase Palmieri will discuss his online endeavor to rate news sources under rubrics of critical media literacy. The workshop will focus on best practices for educators to connect filmmaking and online technologies with issues of social justice.

[5:00 p.m.]

Closing Address on the Media Freedom Summit (Ballroom C)
FACILITATOR BIOGRAPHIES

B. Lee Arzt is professor of media studies at Purdue University, where he teaches courses in mass communication, media theory, international communication, and persuasion and social movements. Before coming to Purdue, Dr. Arzt taught at Loyola University Chicago, the University of Iowa, and Stanford University. He has written numerous articles on media influence, cultural diversity, and democratic communication for leading journals. His edited books include *Marxism and Communication: The Point is to Change It; The Media Globe: Trends in International Communication; Bring ‘Em On! Media and Politics in the Iraq War; The Globalization of Corporate Media Hegemony; Public Media and the Public Interest, Communication and Democratic Society; and Cultural Hegemony in the United States*. He has received awards in both scholarship and teaching, including the SuJack Award for Teaching Excellence at Loyola, the National Communication Association’s Applied Communication Division’s Distinguished Article Award (with Frey, Pearce, Pollock, and Murphy, 1998), and the First Paper Award at the Global Fusion Conference (2001). He was selected as Outstanding Scholar at Purdue Calumet in 2005 and served as director of Purdue’s Center for Instructional Excellence for four years.

Nicholas L. Baham III is a Professor of Ethnic Studies at California State University East Bay and teaches courses in African American Studies and Genders & Sexualities in Communities of Color. Dr. Baham is a San Francisco native. He attended college at the University of Chicago, earned his master’s degree at Stanford University, and received his Ph.D. in Anthropology from Indiana University, Bloomington. His academic research focuses on African American religious experience, sexuality, and artistic expression. His book, *The Coltrane Church: Apostles of Sound, Agents of Social Justice* will be published in 2015 by McFarland Press. He has a growing body of published journal articles on the Coltrane Church, African American musical and religious expression, and James Baldwin, including “I Know You Know: Esperanza Spalding’s Hybrid, Intertextual, Multilingual, Relevant Jazz Aesthetic,” “Radio Free Coltrane: Free Jazz Radio as Revolutionary Practice” (in *Americana: The Journal of American Popular Culture*), and “Rough Sex and Racial Reconciliation in James Baldwin’s Another Country” (to be published as a chapter in an upcoming edition of new writing on the legacy of James Baldwin). He has presented his work nationally and internationally at the Université Paul-Valery, Montpellier, France, Stanford University, University of Pennsylvania, Tuskegee, and Suffolk University. Dr. Baham has appeared on BET, local KPOO and KPFA radio, Canada’s SexTV and in *ColorLines* and *Esquire* magazines. He has initiated a blog of African American politics and culture called The Upper Room at nickolasbaham.blogspot.com. At California State University East Bay, Dr. Baham teaches courses on African American intellectual history, religion, jazz music, hip-hop, sexuality, James Baldwin, Malcolm X, and race and masculinity, as well as a yearlong freshman cluster on the history of European colonialism.
Khalil Bendib is an award-winning Berkeley-based editorial cartoonist whose cartoons are regularly featured in dozens of small and mid-size newspapers across the country; they can also be viewed at www.bendib.com and on the OtherWords website. His work has run in USA Today, The New York Times, the Los Angeles Times, the San Francisco Chronicle, and numerous other large newspapers. His latest book of political cartoons is Too Big to Fail.

Andrea M. Bergstrom earned her doctorate in Communication at the University of Massachusetts Amherst and is currently serving in the position of Lecturer in the Department of Communication, Media, and Culture at Coastal Carolina University in Conway, S.C. She teaches courses in communication theory and research methods as well as classes pertaining to media literacy, media effects, and gender studies. Dr. Bergstrom is the co-author of The O.C.: A Critical Analysis (Lexington, 2014) with graduate school colleague Lori Bindig.

Lori Bindig is an assistant professor in the School of Communication and Media Arts at Sacred Heart University. She serves as the director of the Graduate Program in Communication and is the academic director for the Performing Arts Program. She earned her doctorate in Communication at the University of Massachusetts Amherst, where she was awarded the title of University Fellow as an incoming student in 2004. Her research interests include cultural studies, critical television studies, and media literacy, with a focus on the construction and commodification of young femininity. In addition to contributing to a number of edited volumes, Bindig is co-author of The O.C.: A Critical Understanding (Lexington, 2014) and author of Dawson’s Creek: A Critical Understanding (Lexington, 2007) and Gossip Girl: A Critical Understanding (Lexington, 2014).

Elizabeth Blakey has a Ph.D. in sociology and a J.D. from Loyola Law School Los Angeles. She is an active member of the California State Bar. For more than ten years, she practiced intellectual property and media law in Beverly Hills and Los Angeles, representing such clients as Pixar, Jackie Joyner Kersee, Ray Liotta, Rodeo Drive Association, Flynt Publications, CAA, and Netscape. More recently, she has worked as a pro bono attorney representing Occupy Fresno, in which capacity she successfully obtained one of the few First Amendment injunctions entered against the government for an Occupy protest group. Her journalism experience includes two years as a website editor for the E-Commerce Times. Her scholarship has been published in Law and Social Inquiry and the Loyola Entertainment Law Review.

Ben Boyington is a veteran high school teacher and consultant, M.Ed., founded his high-school media studies work on the idea that skepticism and activism are essential to citizenship. He believes that depth of understanding comes from integration, design, and teaching others, and that heutagogy is more important than pedagogy. His research into the 1:1 screen initiative (wherein each student is supplied with an Internet-enabled screen) is published in Media Education for a Digital Generation (Routledge, 2015). His other areas of research include variant approaches to education K–12, including education technology more generally and responsive curriculum. Boyington is vice-president of the Action Coalition for Media Education.
Allison Butler is a lecturer-advisor and the director of the Media Literacy Certificate Program in the Department of Communication at the University of Massachusetts Amherst, where she teaches courses on cultural studies, media education, and representations of education in the media. Butler builds and facilitates workshops on comprehensive media literacy for a variety of schools and organizations across Massachusetts. She holds an MA and a PhD from New York University. She is the author of numerous articles and two books on media literacy, *Media Education Goes to School* (Peter Lang, 2010) and *Majoring in Change* (Peter Lang, 2012). Butler co-directs the grassroots organization Mass Media Literacy (www.massmedialiteracy.org), where she develops legislation, teacher training, and curriculum for the inclusion of comprehensive media literacy in Massachusetts K-12 public schools.

Kenn Burrows, MPH, has been an educator and consultant for over thirty years, teaching Holistic Health Studies at San Francisco State University since 1991. He is Producer-Director of the biennial conference: The Future of Health Care and founder of the Holistic Health Learning Center, an interdisciplinary library and community action center. He is also a member of the Executive Board of Media Freedom Foundation which oversees Project Censored, a national effort educating the public about media literacy, independent news, and the common good. Research and teaching interests include: holistic philosophy (inquiry into complexity, vitality, beauty and wisdom inherent in whole systems and integrative thinking), media literacy, stress and self-care skills, the world's wisdom traditions, collaborative leadership, new forms of activism and the evolution of human consciousness and society.

Peter Byrne is a national award-winning investigative journalist and science writer based in Northern California. His reporting has appeared in dozens of publications including *Scientific American, Quanta, Nautilus, Mother Jones, California Lawyer, SF Weekly, San Francisco Bay View* and *Fox News Digital*. Byrne has published books on national security, quantum physics, and political corruption. Earlier this year, his 11-part serial on corruption in the breast cancer industry, *Busted! Breast Cancer, Money and the Media*, was published by Point Reyes Light to national acclaim. He hangs at www.peterbyyrne.info.

Elliot D. Cohen received his Ph.D. from Brown University and is one of the principal founders of “philosophical counseling” in the United States. He is also founder and editor of the *International Journal of Applied Philosophy* and the *International Journal of Philosophical Practice*, as well as ethics editor of *Free Inquiry Magazine*. He co-founded and is executive director of the National Philosophical Counseling Association (NPCA), and is president of the Institute of Critical Thinking, a national center for logic-based therapy. Cohen has written twenty-five books and numerous articles on philosophical counseling, applied philosophy, and applied ethics. His books include *The Theory and Practice of Logic-Based Therapy; The Dutiful Worrier: How to Stop Compulsive Worry without Feeling Guilty; The New Rational Therapy: Thinking Your Way to Serenity, Success, and Profound Happiness*; and *What Would Aristotle Do? Self-Control through the Power of Reason*.
Brian Dolber is the author of the forthcoming *Media and Culture in the U.S. Jewish Labor Movement: Sweating for Democracy in the Interwar Era* (Palgrave Macmillan, 2017). His scholarship has also appeared in the journals *Communication, Culture & Critique, Historical Journal of Film, Radio, and Television, and Communication Theory*, and he has published chapters in edited volumes on media reform efforts. He has been a longtime member of the steering committee of the Union for Democratic Communications. As a labor activist, Dr. Dolber has also worked with various unions—most recently, Unite Here Local 11—and has served as president of the Graduate Employees’ Organization at the University of Illinois, Urbana-Champaign. Dr. Dolber has been Assistant Professor of Mass Communication at SUNY College Oneonta and currently teaches at California State University San Marcos and American Jewish University in Los Angeles.

Barbara Duggal, Library Services Officer, is an academic librarian and associate professor at Ohlone College in the San Francisco Bay Area. She teaches information literacy with a special emphasis on research as inquiry and source evaluation.

Patricia Elliott is an assistant professor at the School of Journalism, University of Regina. Previously, Elliott worked as a freelance magazine journalist and was cited numerous times by the Canadian Association of Journalists and National Magazine Awards for her investigative and feature work in publications such as *Saturday Night* and *Canadian Living*. As an investigative journalism instructor, she has helped guide students to contribute to Project Censored and to undertake major investigative projects on underreported stories in their communities. Elliott’s research focus is alternative and community-based media, including research on migrant worker radio in Thailand and the sustainability of nonprofit media in Canada. She serves on the board of the U of R Community Research Unit, which supports action research and community-service learning, and helped lead a national research project on community-engaged scholarship. She is currently involved in Reconciliation and the Media, a provincial project to improve relationships between the news media and indigenous people in Canada.

Julie Frechette, Ph.D., is Professor and Chair of the Department of Communication at Worcester State University (in Massachusetts), where she teaches courses on media studies, critical cultural studies, media education, and gender representation. She is the co-editor of the book *Media Education for a Digital Generation* (Routledge, 2015), as well as the co-editor and co-author of the textbook *Media In Society* (Bedford St. Martin’s Press, 2014). Her book *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for the Twenty-First-Century Classroom* (Praeger Press, 2002) was among the first to explore the “new multiple literacies” approach for the digital age. She is the author of numerous articles and book chapters on media literacy, critical cultural studies, and gender and media. She serves as co-president of the Action Coalition for Media Education.
**Gordon Glover** is a critical multi-mediator who has taught students at every level from pre-kindergarten through graduate school. Formally schooled as a fine artist in film and animation, he has gravitated to memetics and media studies. He has been an Open Society Institute Fellow, founding board member of Wide Angle Community Media, and Pioneer of Media Activism at Towson University, Champlain College, and Burlington College.

**Nolan Higdon** is a professor of Critical Media Literacy Education and Latin American and US History in the San Francisco Bay Area. He has a B.A. and M.A. in history and is completing his doctorate in education. His academic work focuses on nationalism, propaganda, and critical media literacy education. He sits on the board of the Media Freedom Foundation, Sacred Heart University’s Media Literacy and Digital Culture graduate program, and the Northwest Alliance for Alternative Media And Education. He co-founded the Global Critical Media Literacy Project and served as its coordinator for two years. His is a former board member of the Action Coalition for Media Education. He has contributed chapters to *Censored 2013, 2014, 2015, 2016,* and *2017,* as well as to Stephen Lendman’s *Ukraine: How the US Drive for Hegemony Risks World War III* (2014). He has published articles on media and propaganda, including “Disinfo Wars: Alex Jones War on Your Mind” (2013), “Millennial Media Revolution” (2014), and “Justice For Sale” (2015). He has been a guest on national radio and television programs and is a frequent guest host for *The Project Censored Radio Show.*

**Mickey Huff** is director of Project Censored and serves on the board of the Media Freedom Foundation. To date, he has edited or coedited eight volumes of *Censored* and contributed numerous chapters to these works dating back to 2008. Additionally, he has coauthored several chapters on media and propaganda for other scholarly publications. He is currently professor of social science and history at Diablo Valley College in the San Francisco Bay Area, where he is cochair of the history department. With former Project Censored director Peter Phillips, he is host of *The Project Censored Radio Show,* the weekly syndicated public affairs program that originates from KPFA Pacifica Radio in Berkeley and airs on 35 stations around the U.S., from Maui to New York. He sits on the advisory board for the Media Literacy and Digital Culture graduate program at Sacred Heart University, and serves on the editorial board for the journal *Secrecy and Society.* For the past several years, Huff has worked with the national outreach committee of Banned Books Week, working with the American Library Association and the National Coalition Against Censorship, of which Project Censored is a member. He also represents Project Censored as one of the cosponsoring organizations for the national Whistleblowers Summit held annually in Washington, D.C. He is a longtime musician and composer, and he lives with his family in Northern California.
Steve Macek teaches communication and media studies at North Central College in Naperville, Illinois. He is the author of Urban Nightmares: The Media, the Right and the Moral Panic over the City (University of Minnesota Press, 2006), a critical analysis of media representations of and political discourse about American cities and the urban poor in the 1980s and 90s, and co-editor of Marxism and Communication Studies: The Point is to Change It (Peter Lang, 2006). His articles on Chicago’s radical and alternative media during the 1960s have been published in A.R.E.A. magazine and in the collection A Moment of Danger: Critical Studies in the History of US Communication since WWII (Marquette University Press, 2011). He has also published on academic freedom and First Amendment issues in First Amendment Studies, Illinois Academe and Z Magazine. He is currently writing a history of Chicago’s notorious film censor board, tentatively titled Banned in the Windy City: Eight Decades of Film Censorship in Chicago. A longtime activist in progressive political causes, he currently devotes much of his energy to the American Association of University Professors and the fight to preserve academic freedom, tenure, and faculty governance.

Abby Martin is the creator and host of The Empire Files, an investigative news program broadcast weekly by teleSUR English, the former host of RT’s Breaking the Set, and the founder of Media Roots. Martin contributed to a chapter in Censored 2017.

Brandy Miceli is a graduating senior at San Francisco State University with a bachelor's in print and online journalism. She is an intern with Project Censored, helped edit the fortieth anniversary book, and has two stories in the top twenty-five. The future she envisions serves as her motivation to produce quality journalism that goes beyond just presenting problems, but actually generates change within communities. She is the print managing editor for SF State's publication, Xpress Magazine, and a lead editor for The Borgen Project, a nonprofit that seeks to alleviate global poverty.

Mark Crispin Miller is professor of media, culture, and communication at New York University and the author of numerous articles and books on media censorship and election fraud, including Loser Take All: Election Fraud and the Subversion of Democracy, 2000–2008. He is also curator of the Open Road Media series Forbidden Bookshelf, a project that republished titles of America’s repressed history focusing on issues and events that are too often left in the dark, including abortion, organized crime, the CIA, and financial inequality. Miller wrote the foreword to Censored 2017.

Mnar Muhawesh is the founder and editor-in-chief of MintPress News and the host of the program Behind the Headline. Project Censored’s judges selected one of her news stories for inclusion among the Top 25 Censored Stories of 2015–2016. Muhawesh also contributed to a chapter in Censored 2017.
Michael Nash is an American filmmaker. In 2010, he was named as one of MovieMaker Magazine’s “Top 10 MovieMakers of the Planet.” Nash is a recipient of the Social Change Global Institute Filmmaker of the Year Award, Senator Boxer’s Conservation Champion Award, and the Neiman Marcus Environmental Visions Filmmaker Award. Nash’s award-winning Climate Refugees was screened by the United Nations, the Pentagon, Davos, and the Vatican, and for world leaders and policymakers around the world. Nash is a keynote speaker and guest lecturer at Harvard University, Stanford University, University of Southern California, Princeton University, the United Nations, the Pentagon, and the American Security Project. Nash’s focus covers overpopulation, global health and water scarcity, human climate migration, and the national security implications of climatic migration and depleting resources. Nash is founder of Beverly Hills Productions and a serial entrepreneur. He is currently traveling with the WGA USC/Annenberg Communications Showrunner Training Program, illuminating health and environment issues to storytellers and filmmakers around the world. He has partnered on a documentary with the director of The Global Negotiation Program at the Harvard Law School, investigating secondhand PTSD in children. Nash’s other films, the critically acclaimed Fuel and Nebraska, won top feature film honors around the globe. His newest film, Love Is, is set to be released in 2017. Currently, Nash also has two television shows in development/production: a primetime reality show with Fremantle (American Idol and America’s Got Talent) and a docuseries partnership with the state of California and their prison system. He is a judge in several film festivals, both in the U.S. and abroad.

Chris Oscar, Solutions Video Officer, attended college in Connecticut (Post College) and on Long Island (Long Island University, CW Post campus). He studied sociology, investigative journalism, communications, screenwriting, film, marketing and advertising while in college. It was there that he found his calling to be an advocate for social justice. Oscar graduated with a bachelor of fine arts with a specialization in journalism. He began a career in newspaper advertising that would span 18 years, from 1994 to 2008. Oscar, with Doug Hecker, co-wrote, directed, and produced the award-winning documentary Project Censored The Movie: Ending The Reign of Junk Food News. Christopher’s wish is that everybody lives from the heart and contributes to each other with their gifts.

Peter Phillips has published fourteen editions of Censored: Media Democracy in Action (Seven Stories Press). Also from Seven Stories are Impeach the President: The Case Against Bush and Cheney (2006) and Project Censored Guide to Independent Media and Activism (2003). In 2009, Phillips received the Dallas Smythe Award from the Union for Democratic Communications. Dallas Smythe is a national award given to researchers and activists who, through their research and/or production work, have made significant contributions to the study and practice of democratic communication. He is also the winner of the Firecracker Alternative Book Award in 1997. Phillips writes op-ed pieces for independent media nationwide, having published in dozens of publications, newspapers, and websites, including Project Censored, Global Research, and Daily Censored. With Mickey Huff, he hosts the weekly, hourlong Project Censored Radio Show on Pacifica Radio, originating at KPFA in Berkeley and airing nationwide.
Katherine Prendella is a graduate of the Media Literacy and Digital Culture master’s program at Sacred Heart University, where her work focused on Media and Social Justice. During the past two academic years, she has implemented a pilot media literacy curriculum in the university’s after-school mentoring program.

Brittany Prince is a gifted educator who specializes in teaching Africana literature as well as Black creative arts. Her thesis research engaged a critical analysis of *The Wind Done Gone*. Her research interests include womanist theory, critical race theory, and critical pedagogy in higher education classrooms. Professor Prince is a graduate of San Francisco State’s master’s program in Ethnic Studies with an emphasis on Africana Studies. She is currently pursuing her doctorate of education at San Francisco State.

Andy Lee Roth is the associate director of Project Censored. He coordinates the Project’s Validated Independent News program. He has coedited six editions of *Censored*, in addition to contributing news photographs depicting the human cost of war (*Censored 2008*) and chapters on the Military Commissions Act (2009) and Iceland and the commons (2014). His research on topics ranging from ritual to broadcast news interviews and communities organizing for parklands has also appeared in journals, including the *International Journal of Press/Politics; Social Studies of Science; Media, Culture & Society; City & Community*; and *Sociological Theory*. He reviews books for *YES! Magazine*. He earned a Ph.D. in sociology from the University of California, Los Angeles, and a B.A. in sociology and anthropology at Haverford College. He has taught courses in sociology at UCLA, Bard College, Sonoma State, College of Marin, Pomona College, and most recently, Citrus College. He serves on the Board of the Claremont Wildlands Conservancy, and the Media Freedom Foundation.

David Talbot, best-selling author most recently of *The Devil’s Chessboard: Allen Dulles, the CIA, and America’s Secret Government*. Talbot was founding editor of Salon.com. His most recent endeavor is Hot Books; with this new imprint in partnership with Skyhorse Publishing, Talbot is producing hard-hitting, muckraking titles on key issues of our time that often escape the attention of corporate media.

Kimber Veltri is a licensed attorney in Pennsylvania and Washington, D.C., and an alumnus of the University of Pittsburgh School of Law. She has been focused on environmental law and policy since her undergraduate studies at the University of Miami. She worked for Environment Florida where she fought to protect the Everglades and to extend a moratorium on offshore drilling off Florida's Gulf Coast. During law school, she interned for the U.S. Environmental Protection Agency in the Office of Enforcement and Compliance Assurance Civil Air Division. Additionally, she assisted in the fight against irresponsible hydraulic-fracturing practices during her internships with Smith Butz law firm in Pittsburgh and PennFuture, an environmental nonprofit organization. She obtained a legal fellowship with the Environmental Action Center in Washington, D.C., and has since been hired on as a staff attorney.
Rob Williams, Ph.D., is a Vermont-based media studies professor and consultant who lives and works out of the Mad River Valley. In addition to teaching a wide range of media and communications classes at the University of Vermont, Champlain College, and Saint Michael’s College, he consults with a number of organizations, including PH International, the U.S. Department of State, the Action Coalition for Media Education (for which he serves as co-president), as well as supporting a number of entrepreneurial and nonprofit clients.

Bill Yousman earned his doctorate in Communication from the University of Massachusetts Amherst. His area of focus is Media Studies. He is the former managing director of the Media Education Foundation and the current director of the Graduate Program in Media Literacy and Digital Culture at Sacred Heart University, where he is also an assistant professor in the School of Communication and Media Arts. Yousman’s research focuses on media literacy education and the construction of racial ideologies in media images and narratives. He has published numerous essays in peer-reviewed journals and anthologies. His first book, Prime Time Prisons on U.S. Television: Representation of Incarceration, was published in 2009. His most recent book is The Spike Lee Enigma: Challenge and Incorporation in Media Culture (2014).