

LETTER FROM THE EDITOR

BY TOM BIVINS, NEWSLETTER EDITOR



This was the first week of classes at Oregon (late terms), and I held my second meeting with my media ethics class, 155 strong. Today's talk was about the place of the media, especially the press, in a democracy. I was fresh off a term of teaching media history, so today's subject was still much alive for me as I regaled them with visions of the founders and their idealized notion of both democracy and the role of a free press as a mainstay in their experiment in popular rule. That's always an easy first step along an often rocky road. Students quickly grasp the rationale behind the idea of an informed citizenry equipped with the knowledge needed to vote in (or out) their elected representatives, and the vital link between that act and the provider of that knowledge—a free press.

But, among the paeans to a free press from the likes of Jefferson, Madison, and de Tocqueville, were also the paranoid naysayers like John Adams, who gave us the first Alien and Sedition Act resulting in the imprisonment of scores of newspaper editors and regular citizens alike—all of this barely 20 years after the ending of the American Revolution and the noble words of the Declaration of Independence. How soon we forget.

As a class, we moved quickly to the next Alien and Sedition act, the one supported by another paranoid president, Woodrow Wilson. Again, armed by the law and pressured by the Committee for Public Information, newspapers were effectively silenced. Yet, remarkably, scores of news outlets covered, sometimes surreptitiously, the brutal maltreatment of jailed suffragists toward the end of World War I. Their reporting helped raise a national outcry even-

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tually forcing Wilson to concede and finally support the women's suffrage amendment. The press was only dormant, not dead.

Nonetheless, almost immediately following the war, Walter Lippmann declared both journalism and democracy decaying, if not already dead. His Platonic assessment of the "masses" was that there were too many people and far too much information for them to become knowledgeable and active participants in a democratic system. Better to let the intelligentsia rule the roost and the press pass along their thoughts to the rest of us. I know, Lippmann was far more nuanced than that, but, essentially, he portrayed a citizenry not unlike Plato's *hoi polloi* who were viewed as incapable of self-government. Of course, Lippmann's emphasis on objectivity did lead the press into a new era of responsibility which has lasted until just recently. Yet, the "great blooming, buzzing confusion" of Lippmann's time has increased a thousand-fold in the world our students now inhabit. What of them?

Our class was visited this morning by a student government member encouraging them to vote while passing out voter registration cards to those who weren't already registered. It was a very fine presentation during which he revealed that an Oregon State program that provided

grants for needful out-of-state students, which had allowed him to come here to school, had been on the legislative chopping block soon after he arrived. He became an activist, and a registered Oregon voter, encouraging others in his situation to do the same. It was on the edge of this new voter turnout that the budget cut was rejected. His parting words, as he held a voter registration card high in the air were, "This is why I am graduating from the University of Oregon this spring."

At the end of today's lecture, I became a bit evangelical (which I normally try not to do). I told them that Walter Lippmann would probably be astonished at today's "blooming, buzzing confusion," which is far greater than he could have ever imagined. Yet, the real question wasn't what would Lippmann have done. It was what *they* were going to do to belie the pessimistic view—from Plato, through Lippmann, to our radically polarized electorate today—that there can be no chance for our experiment in self rule to succeed.

I simply reminded them of Andrew, our pre-class visitor, and his belief in the value of the informed citizen to make a positive change. I couldn't have asked for a finer opening act.

Tom

THINKING ABOUT EVERYTHING

BY CHAD PAINTER, DIVISION HEAD



With respect to Prince, I was in a post-AEJMC deadline and Easter stupor when I wrote this; forgive me if it goes astray. Actually, scratch that: Forgive me for the randomness of the items below. These are the issues, stories, and dilemmas currently on my mind.

Journalism education

I have been thinking a lot recently about Hamilton Nolan's March 19 Splinter article "[J-School Is a Scam](#)" and Rachel Hampton's March 20 response in Slate, "[Until Journalism Is a Meritocracy, J-School Is a Necessary Evil for Minorities](#)." Nolan's basic argument, which centers on graduate school, is that "the only legitimate claim that any J-school can make to usefulness is that they will help you get a decent job in journalism" in exchange for the tidy sum of \$105,000 (based solely on Columbia University). As Hampton points out in her article, the "too expensive" argument is based almost entirely on the top-end of the price scale and neglects quality (and often better) schools

that are much less expensive. Nolan's second argument is that most journalism skills are learned on the job—an argument that dates back more than 100 years. That argument rings as hollow now as it did then; most if not all journalism programs include on-the-job training via college media, and courses such as ethics, law, and theory simply are not easily replicated while reporters are on deadline.

Interns and sexual harassment

On the subject of vocational training, Jill Geisler's March 22 USA Today article "[Dear interns, we're sorry. We should have warned you about sexual harassment](#)" was a real wake-up call to me, especially because I have helped place more than a few students into internships at media organizations and state legislatures. Geisler writes that professors and professionals have prepared students for work experiences by helping them develop skills, work ethics, and polished résumés. However, she writes, "we didn't raise the possibility you'd face sexual harassment on the job" though harassment often is about power; and those with the least power, such as interns, are the most vulnerable. Geisler's entire article is a must-read, but here's the major takeaway graf, at least for me:

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The very first program of the Newseum's new Power Shift Project was "Power to the Interns." We gathered educators, employers, students, the Equal Employment Opportunity Commission and the National Women's Law Center. We tapped their wisdom to produce free training videos to help prepare and protect interns in the workplace. The videos are available here, for any organization to use.

The shrinking Denver Post newsroom

One of the more memorable newsroom scenes in *The Wire* happens when the executive editor James Whiting announces yet another round of layoffs despite the continued profitability on the semi-fictional Baltimore Sun. Whiting argues that the remaining staff are "simply going to have to find ways to do more with less." Metro editor Gus Haynes, who serves as the moral champion of good journalism, counters that "you cannot do more with less; you only can do less with less." I think about that scene each time I see the [devastating photo from the Denver Post newsroom](#) following yet another round of layoffs. The photo originally was shot in May 2013; since then, Alden Global Capital, the hedge fund that owns the Post, has cut newsroom staff by more than half despite continued profitability. More layoffs are expected soon.

Sinclair's must-run anti-media piece

By now, there is a decent chance that you've seen a clip of the Sinclair Broadcast Group must-run segment denouncing the "[troubling trend of irresponsible, one-sided news stories plaguing our country](#)." Sinclair currently owns or

operates 193 stations in more than 100 U.S. television markets. That number most likely will grow; in May 2017, Sinclair brokered a \$3.9 billion deal to buy Tribune Media's 42 television stations. The combined company would reach nearly three out of four homes.

Media critics such as [Brian Stelter](#) and [John Oliver](#) have scathingly critiqued Sinclair both before and after the latest anti-media segment.

MED odds and ends

First, I want to say congratulations to long-time member Don Heider, who was named the Scripps Howard Foundation Journalism & Mass Communication Administrator of the Year.

Second, mark your calendars for the annual MED members' meeting during the AEJMC conference. This year's meeting is 6:45-8:15 p.m. Tuesday, August, 7. It will be followed by a members' social (details to follow). As a reminder, the AEJMC conference is August 6-9 (that's Monday-Thursday) at the Renaissance Hotel Downtown in Washington, D.C.

Finally, stay up to date on all MED happenings by joining the Google Group and Media Ethics Educators Facebook page. If you need help signing up, email me (cpainter1@udayton.edu) or Katy Culver (kbculver@wisc.edu).

ARE CHANGING MEDIA PRACTICES IMPACTING PRACTITIONERS' MORAL REASONING?

BY ERIN SCHAUSTER, VICE HEAD/PROGRAMMING CHAIR



I'm fascinated by communication and media practices. When I worked in advertising, I quickly realized I would rather be a researcher than a practitioner, because I wanted to study the industry, understand the implications of advertising practices and explore organizational culture

and the unique environment that is an advertising agency. In graduate school, during my master's and doctorate, my focus quickly turned to ethics. In advertising, there's no shortage of topics to investigate that have ethical implications, from targets (e.g., vulnerable audiences, stereotypes), to branding (e.g., source credibility, authenticity), processes of socialization (e.g., industry and agency training), and the list goes on.

Since then, my research has homed in on the agency practitioner, including how s/he perceives ethical problems and practices, and how both life and organizational experiences impact moral reasoning. At the same time, I've expanded my scholarship to account for the involvement and influence of comparable industries, those that share ethical responsibilities with advertising such as journalism and public relations. In a [study with advertising and public relations practitioners](#) published in *Journal of Media Ethics*, my coauthor and I found that emerging practices, such as native advertising and the disclosure of influencer sponsorships, have called into question ethics training, which is limited at times and criticized for the inability to adapt to the rapid emergence of marketing communication practices. In a *American Behavioral Scientist* [special issue on native advertising](#), my coauthors and I found that for the press to serve its normative function of watchdog, decep-

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tion cannot occur, yet journalists, advertising and public relations practitioners agreed that native advertising can be deceptive, and often is deceptive as a result of successful implantation in the editorial content it's designed to mimic. Yet each industry sees value in the content for the revenue it generates for the publisher, advertiser and agency.

Based upon some of these findings relative to the sharing and blurring of practices across media professions, I wanted to know if moral reasoning for each respective industry has changed. When last tested in 2004 by Coleman and Wilkins, journalists scored the fourth highest among occupations previously measured with the Defining Issues Test (DIT), a valid and reliable measure of moral reasoning. Out of 100 points, journalists earned a mean score of 48.68. By comparison, in 2009 public relations practitioners scored 46.2 on the DIT, falling under six other professionals, including journalists (Coleman & Wilkins). Yet advertising professionals placed just four scores above junior high school students on the DIT, and only two scores above these students when asked to respond to advertising-specific dilemmas, while falling below journalists and 13 other professionals with a score of 31.64 (Cunningham 2005).

But what's occurring today? When competing for the same revenue from emergent practices, faced with the same ethical implications, are journalists still engaging in higher levels of moral reasoning than public relations and advertising practitioners since the last time they were tested?

Among other variables we tested in an online experiment (articles forthcoming), we found that journalists' moral reasoning scores have decreased to 41.61, which is a statistically significant difference from the pre-

vious score of 48.68, public relations scores have remained steady at 45.49 (versus 46.2) with no significant difference, and advertising scores have significantly increased to 39.2 from the previous score of 31.64.

Without providing the nuanced details of the additional findings that require more space than a 700-word blog post, I'll share a few thoughts that lead me to my point: future work in media ethics research.

- First, moral reasoning is complex and nuanced, because development is contextually-situated and influenced by any number of variables at a given point in time, which impacts one's reasoning as well as one's future development. Therefore, can we theorize moral development as an "if(and)" equation to account for this complexity, e.g., if a public relations practitioner, and receiving professional training, then they'll engage in higher levels of moral reasoning?
- Second, we tend to look at professions in isolation, but media practices have always and will continue to impact and be impacted by multiple influences from clients and the agencies that represent them, to publishers, journalists and other content creators. Is it time to revise codes of ethics and training not just for digital and emergent practices but for shared roles and responsibilities relative to the content that's planned for, produced and placed?
- Third, and finally, how can we learn from one another? In a period of rapid development, public relations practitioners' moral reasoning has remained constant.

Peer communication professions might take note of public relations' strong commitment to ethics education (e.g., offered by industry organizations such as the PRSA) and implement similar professional development opportunities.

OHIO STATE'S LANTERN MEDIA

BY NICOLE KRAFT, PF&R CHAIR



On the first day of Ohio State's spring break, third-year journalism major Zach Varda put on a dress shirt and blazer, tucked his recorder and laptop into a messenger bag, and headed off to the Franklin County Court of Common Pleas.

While his classmates took selfies on the beach, Zach examined autopsy photos of a 21-year-old Ohio State student who had been shot in the head.

While other students spent time with their own families, Zach sat near Toby and Lisa Tokes, as they attended the trial of Brian Golsby, accused of the February 2017 kidnap, rape and murder of their 21-year-old daughter, Reagan.

It is the job of student journalists to cover news on and around campus, and few do it better than the staff of Ohio State's Lantern Media. Covering an urban campus the size of Ohio State is basically covering a mid-sized town. Beats for student journalists include politics and development, infrastructure and medicine, galleries and arts, dining and student life.

And sometimes they cover crimes.

Horrible, violent crimes.

Our job as journalism faculty is to prepare student-journalists for any story that may need covering. But there are times when I'd rather cover their eyes, point them toward stories about new classes or academic awards, and allow them to stay unsoiled just a little bit longer.

The Reagan Tokes trial was just such a time

Instead, we turned them toward the most vile and violent of society, notebooks in hand, and gave them a little push toward innocence lost.

Zach was so intent on taking accurate notes that day that first he was initially insulated from the horror recounted. Phrases like “anal swabs” and “vaginal swabs” didn’t start to bubble to his mental surface until a few moments after they were spoken, as he began conceptualizing his story.

“I’m keeping eye on recorder, making sure I get everything, and thinking about what needs to be pulled out for the story, when I started to process what was just said,” he said. “I was awestruck—but in a bad way. I knew what just happened, and that it was probably about to get worse. And they were going to recount this night five more time.”

Zach watched Toby Tokes sit stoically, head in hands much of the time. He described it as “an out-of-body experience, observing someone else’s living nightmare.”

And then came the autopsy photos—close ups of two black gunshot holes penetrating the head of a girl not much younger than Zach himself, the blood matting her sable-colored hair.

The image, he said, has surfaced in his memory every day since the trial. And at night, when he closes his eyes, those bullet holes puncture his mind’s eye.

Zach said he is proud to have contributed to the coverage of such an important case. He knows it was imperative for *The Lantern* to cover a story so important to its audience. He knows reporting on the bad comes with reporting on the good.

“We understand what reporting is about,” he said. “That’s our job, and part of that is to see gruesome things, so we can inform the public and not have them sit in a court room like this.”

But he also recognized that mental health must be part of journalism education at every level.

Zach credited his Ohio State journalism faculty with providing that education, through conversations in classes, guests speakers who shared their own reporting stories, live reporting simulations that take students out of their comfort zone, and follow up dialogues when coverage get tough. Mental health in reporting was even a

THE LANTERN

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Letters to Editor

Letter to the Editor: Needs of sexual violence survivors not being met at Ohio State

By Taylor Albright April 4, 2018



The need for on-campus sexual violence resources is here, but it's no longer being met. Since Feb. 12, the Sexual Civility and Empowerment office has been under an external review and has been relocated indefinitely. Since the beginning of March, survivors have been unable to ...

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CAMPUS NEWS

Former Ohio State student says he was assaulted twice by a team doctor
Strauss

April 6, 2018

Board of Trustees will not officially revoke degree, extend Meyer's contract
campus Wi-Fi

April 6, 2018

Board discusses updates, next Energy Partnership
Energy Partnership

April 6, 2018

Man falls from garage

Part of the online Lantern experience highlighting the opinion page, and its seriousness.

specific focus of our student chapter of Society of Professional Journalists earlier in the year.

“We were as prepared as we could have been,” he said. “All of the classes I took I felt prepared me to do this. And we have such an open newsroom and journalism program, I can talk about my emotions and be supported.”

But Zach stressed that mental health should to be taken into account in every journalism program. The same training that teaches interviewing and the inverted pyramid must show student-journalists how to cope or seek help when their reporting gets emotionally challenging.

Golsby was convicted of Reagan Tokes’ murder and sentenced to three consecutive life terms. The Tokes family will continue Reagan’s legacy through scholarships and work on criminal justice reform.

At *The Lantern*, we will strive to continue her legacy as well, by preparing students to cover any story that comes their way with professionalism and heart. We will teach reporting techniques, help build writing skills, and provide the emotional support our students need to hopefully keep them safe and sane--through the good stories and the bad ones.

FIVE QUESTIONS WITH LINDSAY PALMER

BY YAYU FENG, MEMBER GRADUATE STUDENT COMMITTEE



Lindsay Palmer is currently an assistant professor of global media ethics in the School of Journalism and Mass Communication at UW-Madison, where she has been teaching since 2014. She is also an affiliated faculty in the Center for Journalism Ethics at UW-Madison. She has given multiple talks in the Center's events, and also just hosted a

conference that was sponsored by the Center. The conference, titled "Cultures in Conflict: Navigating Cultural Difference in International Human Rights Reporting," was about international human rights reporting, and it featured around 15 professional journalists who work on that topic.

Palmer graduated with a B.A. in Radio and Television Journalism from Middle Tennessee State University, and a M.A. in English Literature University of California, Riverside. After working as a professional journalist for 8 years in various media outlets, Lindsay went to University of California, Santa Barbara and got her Ph.D. in in Film and Media Studies.

Palmer's research revolves around global media ethics and international communication. Her researches have been published in various journals, such as *Journalism: Theory, Practice, and Criticism*, *Journalism Studies*, *International Journal of Cultural Studies*, and *Critical Studies in Media Communication*.

Palmer is particularly interested in the economic and political structures that inform news organizations' policies on their correspondents' safety in the field. She is the author of a newly published book: *Becoming the Story: War Correspondents since 9/11*, and is now writing another book that focuses solely on the cultural labor of local "fixers," examining their crucial participation in informing transnational publics about conflict in the present moment.

In the fall of 2017, Palmer volunteered to become a mentor in the Media Ethics Division Mentorship Program

that connects graduate students, junior faculty, and senior faculty within the Division. In the following Q&A section, Palmer talks about how her professional and research experiences interact, explains how she sees global media ethics, and provides insights for the central issues in the field of media ethics in the coming years.

How did you become involved with the MED?

I joined the MED in 2016, as I prepared to submit a paper to AEJMC for the first time in my career. I got my PhD in a film and media studies program--though my dissertation focused on war reporting--and so I had never applied to AEJMC before. Once I did, I was glad. It seemed like such an important conference for qualitative journalism research, and the MED was an especially exciting division to be a part of, since my research focuses on global media ethics.

How did your professional experiences influence your research and teaching of ethics?

When I worked as a television news producer, I always worked domestically, rather than internationally. But during this time, the Iraq War had continued past the US invasion in 2003 and into the prolonged occupation that lasted many more years. Every morning at my first job at the CBS affiliate in Colorado Springs, we'd get some kind of war reporting package (or even the opportunity to air a live shot) from Iraq. I'd already become fascinated with war reporting in college, when the US response to 9/11 and the later invasion of Iraq was being covered in print, on TV, and on the still rather unpredictable space of the Internet. Even back then, I had questions about how the war was being covered, and about how it

could be covered better. These questions still resonate for me today, as a researcher in global media ethics.

What role do ethics play in your most recent researches?

My new book, *Becoming the Story: War Correspondents since 9/11*, thinks critically about the ethics of propagating the socio-political narrative of the global "war on terror." The book also thinks critically about the ethics of keeping all war reporters safe in the field--even if they're freelancers, stringers, or local fixers.



Lindsay Palmer

What do you think is special about global media ethics?

I have yet to be convinced that a truly "global" media ethics is possible. That said, I do think it's crucial for Western--and especially US-based--journalists, journalism students, and journalism professors to understand that "ethics" are not universal, that they can be very different in different cultural contexts. Thinking more "globally" or at least, internationally, about media ethics can help us to question the assumptions that we so often take as fact. For me, that's what's special about the scholarly field that calls itself "global media ethics."

What do you envision to be the central issue(s) in the field of media ethics in the coming years?

Many scholars would argue that the increasing digitization of journalism is the central issue, but I disagree. I think the central issue is the treatment of the people who do the work of media production--especially those who fall low in the hierarchy that unfortunately continues to organize the profession of international reporting. More and more of the international news coverage we see here in the US depends on the labor of freelancers, stringers, local "fixers" and citizen journalists. We need to be asking the tough questions about accountability. News organizations need to take more responsibility for these peoples' safety, especially if these organizations are going to be using these peoples' stories, photos, and videos.

NOTES AND ANNOUNCEMENTS

2018 CENTER FOR JOURNALISM ETHICS CONFERENCE: DIVISION, DENIAL & JOURNALISM ETHICS

BY JENNA MYTTON, ETHICS CENTER FELLOW, CENTER FOR JOURNALISM ETHICS



When was the last time you changed your view about a deeply held opinion?

Jill Geisler, Bill Plante Chair in Leadership & Media Integrity at Loyola University Chicago and

Newseum Institute Fellow in Women's Leadership, will ask the audience and panelists to consider that question at the this year's Center for Journalism Ethics conference.

At "Division, Denial & Journalism Ethics" April 27 in Madison, we'll dive into how audiences and news organizations face divisiveness, polarization, conspiracy theories and anti-science attitudes. It will be a challenging day as we look inward to understand why we hold the values and beliefs we do before we judge others for their values and beliefs. We'll

also ask what responsible news organizations can do to bridge divisions, foster productive discourse and search for truth.

The annual conference on journalism ethics has been an essential part of the Center for Journalism Ethics core mission since the Center's founding. The conference brings together working journalists and experts to address critical issues in journalism. We expect to welcome 200 journalists, scholars, students and other professionals. The conference regularly takes on key challenges of the moment.

In past conferences, we've talked about [representation of racial and ethnic minorities in news](#); [race, gender and sexuality in sports coverage](#); and [conspiracies, hoaxes and disinformation](#). We've also keynote hosted [Margaret Sullivan](#) for a keynote conversation and heard the story of the [Associated Press team](#) who won the 2016 Anthony Shadid Award for Journalism Ethics and went on to win the Pulitzer Prize for Public Service.

Each year we've grown. We've expanded our programming. We've developed a core group that reliably participates. We've also created a wealth of insight from experts and renowned journalists. We hope you can put some of these resources to use in your classroom.

If you can't join us in person, you can still join in digitally on our site with live-stream coverage of the keynote delivered by Justin Gillis, former New York Times reporter, followed by panels about division, denial and solutions in journalism. You can also be part of the conversation by following along and tweeting #UWethics.

We hope to see you for "Division, Denial & Journalism Ethics" on Friday, April 27. For more information, visit [our site](#) and register for the conference [here](#).

AEJMC AWARD ANNOUNCEMENTS INCLUDE TWO OF OUR OWN...

Katie Culver, University of Wisconsin Madison a finalist for the 2017 Teacher of the Year Award



Don Heider, the 2017 recipient of the Scripps Howard Foundation Journalism & Mass Communication Administrator of the Year. Don is the dean of the School of Communication, Loyola University Chicago.



PLEASE DONATE TO GRAD SCHOLARSHIPS

Every year some of us in MED contribute donations to graduate scholarships so that top ethics students can afford to attend MED events at AEJMC. Often they deliver papers, attend important sessions, and move forward in their academic careers.

About eight years ago Cliff Christians and Tom Cooper decided to start a special donation drive within MED for these graduate students. Colleagues such as Wendy Wyatt, Stephen Ward, Ed Wasserman, and Jan Leach soon joined them.

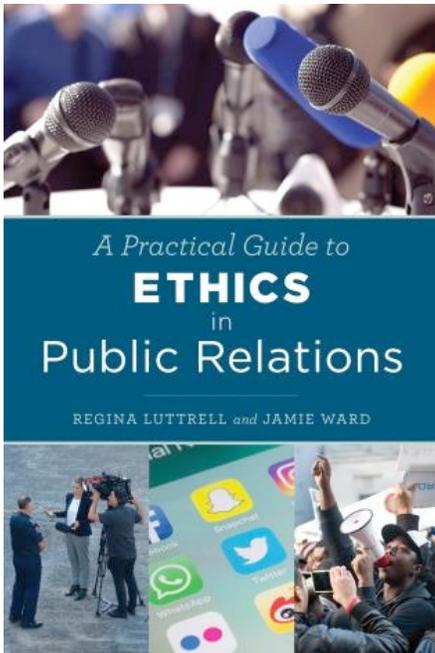
If you would like to join this team by donating toward graduate travel scholarships, please make a check to AEJMC and write "MED graduate scholarship" on the memo line. Please mail it to AEJMC, 234 Outlet Pointe Blvd, Suite A, Columbia SC, 29210-5667 by July 15. Please let Tom know the amount at twcooper@comcast.net so that the total amount may be tracked and reported to those who will allocate funds.

Last year the graduate students were so grateful to be helped in this way. Thank you for making a difference in their lives. Appreciatively, Cliff Christians, Chad Painter, and Tom Cooper



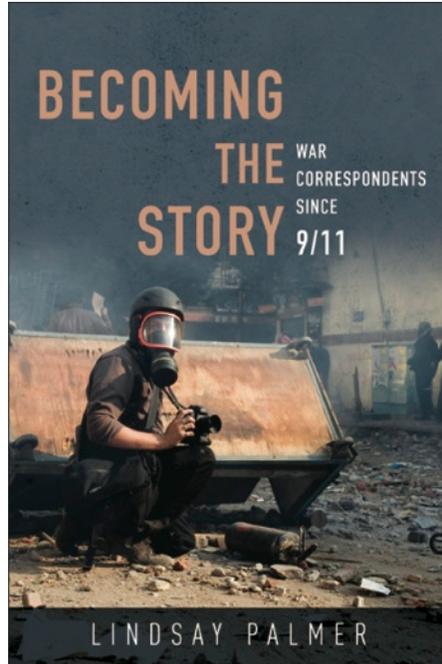
Spring in Oregon

NEW PUBLICATIONS OF INTEREST FROM MED MEMBERS AND OTHERS

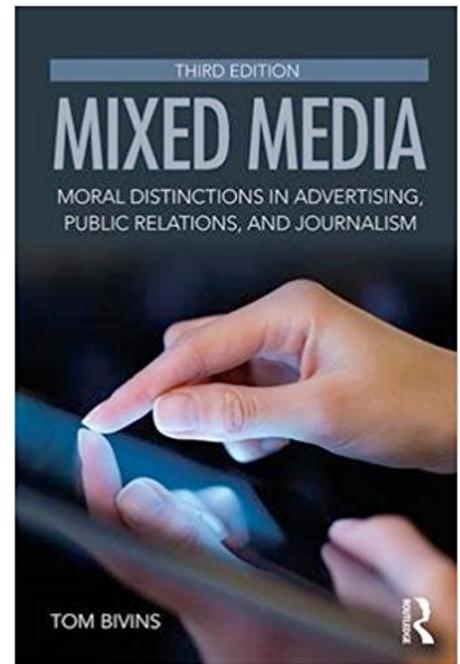


A Practical Guide to Ethics in Public Relations by Regina Luttrell and Jamie Ward is designed for courses in contemporary studies of public relations and communications. This text highlights the delicate balance required to navigate the values and demands implicit to the field of public relations and those that underlie society as a whole. Students are encouraged to examine their own values and compare them to those commonly encountered in a professional setting.

This text is the ideal book for students grappling with the inevitable ethical dilemmas that arise in professional public relations.



Becoming the Story by Lindsay Palmer examines the transformation of war reporting in the decade after 9/11. Lindsay Palmer delves into times when print or television correspondents themselves received intense public scrutiny because of an incident associated with the work of war reporting. Merging analysis with in-depth interviews of Woodruff and others, Palmer shows what these events say about how post-9/11 conflicts transformed the day-to-day labor of reporting. But they also illuminate how journalists' work became entangled with issues ranging from digitization processes to unprecedented hostility from all sides to the political logic of the War on Terror.



Mixed Media by Tom Bivins covers both ethical theory and its practical application to the media professions, and serves as an indispensable starting point for those seeking to develop an ethical framework with regard to mass media. Specific attention is paid to relevant ethical decision-making approaches involving primary concerns such as truth telling, constituent obligations, persuasion versus advocacy, and respect for the consumers of public communication. Readers will come away with a greater appreciation for moral philosophy and theory as a foundation for decision making, and will develop a personal "yardstick" by which to measure their decisions.

A MEMBER OF THE ASSOCIATION
FOR EDUCATION IN JOURNALISM
AND MASS COMMUNICATION

