

LETTER FROM THE EDITOR

BY TOM BIVINS, NEWSLETTER EDITOR



Well, spring has sprung. Here in my neck of the woods, some of those woods have fallen on my house, and there are still piles of melting snow here and there. At least I'm on sabbatical for a term so I didn't have to go anywhere, even though I couldn't if I had had to. Which brings me to the theme of this spring issue: Technology and its impact on Media Ethics. Although I was snowbound, I wasn't without power, which means I still had digital access to practically everything I do every day, and I took full advantage of that access.

I worked on updating my classes, which I do every term, and I had everything I needed to accomplish that without having to leave my house. Within a week, I had downloaded numerous videos on current issues of ethical import, read through a dozen articles available online that I could use to bolster my presentations and supplement my media ethics class case studies. I could access my class lists, complete with photos of my students, recognize those I have had in previous classes for a shout out on the first day, and see at a glance their major interests.

And for my Satire, Ethics, and Free Speech course, I even purchased a couple of new movies to show in class that tested the boundaries of taste and free speech, and which helped to further define the fuzzy parameters of satire and humor. I can barely remember a time when none of this could have been accomplished without leaving my home. But that's old-school use of technology. I didn't even touch on some of the extraordinary applications that appear in this issue of the newsletter. Please spend some time with these articles. You will be as amazed as I am at what we are accomplishing in our continuing exploration of media ethics.



Division Chair: **Erin Schauster**

Vice Head/Programming Chair: **Marlene Neill**

Newsletter Editor: **Tom Bivins**

Newsletter Layout & Design: **Tom Bivins**

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Part of the tree that fell on my house.

THINKING ABOUT TECHNOLOGY

BY ERIN SCHAUSTER, DIVISION HEAD



This issue of the Media Ethics Division (MED) Newsletter responds to the question, how does emerging technology impact media ethics? It's a question we can all relate to, whether we're interested in media ethics, journalism ethics, advertising ethics, etc. Digital ethics cases

abound (check out [The Media Ethics Initiative](#) for examples), books are dedicated to the topic, as are journal articles and special journal issues. Technology is essential to communication mediation and is constantly evolving. Emerging technology impacts how we reach, interact and communicate with audiences; it impacts the timing and placement of our content, and the information we gather to construct our stories and the sources we identify; all of which have ethical implications.

Last fall, I asked members to provide feedback on the MED newsletter and propose themes for upcoming issues. Several members suggested we focus on emerging technology and one of the most interesting responses was the query, does technology raise new ethical questions or reframe old ones? I think it does both.

New ethical questions arise as new platforms are introduced. Think about the flow of communication and interactivity now possible as just one example. Sure, you could call into a television or radio station or write to your paper's editor, but engagement online is vastly different in terms of the type, volume, speed of feedback and

interaction. While the ethics of interactivity is a new concern, it also reframes fundamental principles such as autonomy and transparency. In an interactive media landscape, how do message creators respect audience autonomy when it compromises the gatekeeping function that has implications for expertise and sourcing of information?

While emerging platforms allow for multiple voices to be heard, an ethical proposition by Habermas, should audiences be heard or should they simply be recipients and their responses managed? Should content creators control for the dissemination of accurate information necessary for publics to function upholding a traditional function of the press outlined in social responsibility theory? Who are the content creators in a digital and emerging landscape? In contrast, does interactivity allow for better transparency and therefore honesty? Do multiple and responsive voices hold the powerful voices accountable? These are just a few of the questions that arise when one considers the characteristics of interactivity. So not only do new issues arise that reframe old questions, emerging technology will continue to challenge us to consider the cascading effect they have on multiple ethical principles.

While this newsletter issue isn't intended to respond to or solve all the ethical issues of emerging technology, or even identify all of the relevant issues, it's my hope that this newsletter theme sparks ideas for new ways of teaching media ethics, exposes new cases, and inspires you to propose research questions that explore the vast implications technology has on media ethics.

I hope you enjoy this issue. Thank you to everyone who contributed.



IF ARISTOTLE DID FACEBOOK: A CASE FOR VIRTUE ETHICS IN SOCIAL MEDIA

BY JEFF MACIEJEWSKI, CREIGHTON UNIVERSITY



In view of the stunning growth of social media we need a moral paradigm capable of assessing use of the technology not from the “back end,” but from the “front end.” Why? Because much of what has been written about the ethics of social media has focused on bad behavior, who has been affected and so on—what I

term the back end. Considering the ubiquity and influence of social media I believe we must focus also on the ethics of social media use from the front end: Considering the moral comportment of the user herself.

This view of social media is ideally suited to re-applying virtue ethics. As they emerge from the work of Aristotle, the virtues possess robust contextual flexibility and more importantly, focus on what actions require of the human agent to be considered virtuous and living well—which I think is crucial for focusing on actions undertaken by users of social media on the front end of the technology.

To probe the usefulness of Aristotelian virtue ethics on examining how one interacts with the technology, I’ve looked at the virtue of friendship—an obvious choice for social media. Forms of friendship, Aristotle asserts, include friends of utility and pleasure, and also perfect friendship which is the highest form of friendship possible and is thus considered a virtue. The former forms of friendship (i.e., utility and pleasure) are thought to be quid-pro-quo; they are relationships predicated upon goods being furnished to another and quickly dissolve once the goods are no longer provided.

Alternatively, perfect friendships are durable bonds that are rooted in a reciprocal form of love in which one loves another for what and who he is, being fully aware that such love is being reciprocated. And this relationship is believed possible by both actors being virtuous themselves.

Unlike back-end assessments of social media that wind up debating the relative merits of likes, shares, re-tweets, and comments, and whether one may consider them fully supportive of the virtue of friendship, I believe we must look at the front end, at what may impede a user from bringing about the virtue of friendship using social media.

Here I think it beneficial to consider over-use of social media, particularly in view of how widespread over-use is as a phenomenon with psychological and/or physiological characteristics. Which begs the question: Is one who is over-using social media, perhaps due to its “addictive”-like nature and the related pleasures such a nature affords, capable of bringing about the virtue of friendship using social media?

To answer the question we must consider that an agent who spends an inordinate amount of time using social media or an agent who places an inordinate value on social media could be considered intemperate or self-indulgent. Unable to control or moderate her use of social media even though she has some recognition that over-indulging in social media use is generally not desirable (thereby compromising her

reason or practical wisdom), such a user is likely using interactions with her friend not to bring about perfect friendship per se (as one who is acting reasonably would do), but rather to obtain specific pleasures which may include the satisfaction that obtains in sharing one’s feelings, the receiving of “likes” on Facebook, the allure of having posts or updates shared, and the boost to one’s self-confidence as a result of gaining new social media followers, or increasing one’s social capital. Therefore it would seem that one who cannot control his use of social media (thereby responding to the pleasures such use affords) is using social media for the social



interactions (and their related pleasures) as an end in themselves. Consequently such a user is not serving the virtue of friendship, but rather friendships of utility or pleasure; for perfect friendship obtains when friendship itself is seen as the proximate end of social media use rather than the inordinate pursuit of pleasures that may result. Therefore an intemperate agent cannot bring about the virtue of friendship until she affirms her desires in accordance with reason, including desires that are emblematic of temperance.

Of course it is important to point out Aristotle’s assertion that there is nothing intrinsically wrong with friendships of utility or pleasure; they are simply lower forms of friendship. However, what this reveals is that Aristotelian virtue ethics may be particularly well suited to normative assessments of social media particularly when these assessments focus on the moral comportment of the user himself.



BEING A “BIG TECH” ETHICS SCHOLAR

BY PATRICK PLAISANCE, EDITOR, *JOURNAL OF MEDIA ETHICS*



Whether we all realize it or not, being a “media ethics” scholar these days increasingly means being a “Big Tech” ethics scholar. Digital media of all forms are undergoing huge changes and struggling with successive crises of identity, economics, and social responsibility. Rarely does a week go by without some ethics-related failure or question that demands (or should demand) our attention. The “fake news” frenzy seems so 2018. And it was just prologue, it turns out. Consider just a few examples. We’ve seen Twitter decide to systematically suppress obnoxious tweets by “hiding” them from certain accounts in conversations and search results (Oremus, 2018). We’ve learned that facial-recognition software, so desired by law enforcement, can’t see black people (Lhor, 2018). We’ve watched as YouTube cracks down on videos that depict or encourage the dangerous and the stupid, after folks exhibited both tendencies while messing around with Tide Pods and staging their own “Bird Box” stunts (Weinstein, 2019). And I haven’t even mentioned Facebook yet. The very viability of Facebook’s business model, once considered invincible, is under siege after a string of scandals and disclosures. Talk of serious regulatory intervention is gaining traction in Congress. So are the claims that Big Tech – Google, Amazon, Apple – have grown into monstrous antitrust violations and need breaking up, like Ma Bell was two generations ago (Roose, 2019).

There is no doubt that we are in a period of tumultuous changes for media technology and digital communication of all sorts. There are not one, but two separate coalitions of alarmed Silicon Valley technologists and investors working to confront the dark side of what they’ve brought into the world. Over the last few months, a couple of quotes have really stayed with me. They confirm the serious shift we’re seeing in society’s discourse around media technology. One is from no less than Walter Isaacson, Steve Job’s biographer and former CNN chief executive. He recently wrote, “We have to fix the internet. After 40 years, it has begun to corrode, both itself and us” (2016). The other is from Dan McComas, former chief product officer of that infamous magnet for neo-Nazi and misogynistic bile known as Reddit: “I fundamentally believe that my time at Reddit made the world a worse place. That sucks. It sucks to have to say that about myself” (Kulwin, 2018).

What might all this mean for us as ethics scholars? I think it means we need to step up our game – to ensure that we are making strong contributions to the public discourse on Big Tech, and to ensure that we are focused on the kind of scholarship that this transformational period demands of us.

For the first, we can use all available platforms (including our classrooms!) to highlight the deeper ethical implications of Big Tech behavior. We can make more effort to engage in dialogues with telecommunication policymaking circles. For the second, we must take advantage of opportunities to articulate theory-building approaches rather than limit our scholarship to relatively small-bore cases du jour. There is no group better suited than us to develop syntheses that place our digital reality into moral-historical context through the philosophy of technology literature. I, for one, have been focused on several such efforts. In a forthcoming piece, I suggest we are witnessing a communitarian shift in our thinking about social media, drawing on the work of Adriana Cavarero, Hannah Arendt and others to prescribe a more sustainable social-media architecture. In another, I suggest how we might draw on the work of Luciano Floridi and moral psychology literature to think more constructively about data ethics and data-management policy. Lastly, a manuscript draft argues for the incorporation of language protocols reflecting higher-order moral thinking for machine-learning algorithms in companion robots.

It’s a dizzying time for digital media. And I hope it proves to be a golden period for Big Tech ethics scholarship.

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PLAGIARISM

IT'S WORTH TALKING ABOUT.

BY NICOLE KRAFT, PF&R CHAIR



“Three major publications have acknowledged plagiarism by Fareed Zakaria. Does CNN have no shame?” This column in the Nov. 18, 2014 issue of *The Week* focuses on Fareed Zakaria, who was in the middle of a scandal that revealed numerous incidents of “problematic” sourcing (which some might call plagiarism)

including, columns in *Newsweek*, *Slate* and the *Washington Post*.

Controversy surrounding Zakaria had begun two years earlier when he served a week suspension while *Time* and CNN investigated an allegation of his plagiarism. At that time Zakaria admitted to “a terrible mistake,” but it was not deemed “an ongoing trend.”

In truth, I had not thought much about Zakaria and his ethical compromises until Ohio State decided on Feb. 28 to announce him as the university’s spring commencement speaker.

I am all in favor of journalists as commencement speakers, and had personally nominated my old friend Jake Tapper twice for the honor. I believe, however, that there are many, many, many—many—journalists of high quality and high moral standard who have never been accused of plagiarism and would have accepted the commencement invitation.

There was no mention of Zakaria’s ethical challenges in most of the coverage about his pending Ohio State visit. This included the local television stations, the Associated Press and the *Columbus Dispatch*, which offered quoted Ohio State president Michael Drake: “Dr. Zakaria is a leading voice in our national discourse on global and domestic affairs. His extensive knowledge of our broader world will enrich and inspire our graduates as they embark to make a meaningful difference in communities near and far.”

The Ohio State Lantern, however, took a more direct approach.

The Lantern conducted an interview with Drake and reported in an article dated March 7 that editors asked

him why the university would invite a speaker with known ethical issues to speak to the next generation of alums.

Drake’s response: “The committee and I believe his issues were a long time ago, that they were a mistake that was corrected and he’s one of the nation and world’s most active political thinkers and he’ll give a stirring and exciting talk and that’s why he’s coming.”

Ohio State’s president added that despite Zakaria’s controversies, the university was “looking past” the indiscretion, because, wrote *The Lantern* “the issue was resolved in the past.”

Interestingly, a column from September on the website of Turnitin, with whom Ohio State contracts to find students committing—you guessed it—plagiarism, stated there is no statute of limitation on such breaches of integrity, stating, “What you did in the past may come back to haunt you decades later.”

I do not support choice of Zakaria, and I believe the university made a mistake, especially considering I have taken before our own Academic Misconduct Committee far more students than I would ever wish because of academic misconduct, defined as “any activity that tends to compromise the academic integrity of the University or subvert the educational process.”

My bigger problem is that no other media source felt this topic was important enough to bring up with university officials, which would include Drake or the selection committee. Instead, they reported the “facts” as the university provided them—“Look what a great speaker we got! Won’t this be terrific! What an opportunity!”

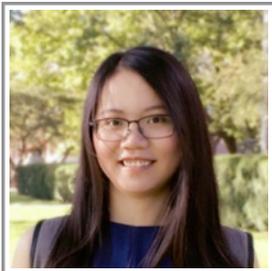
It may be expected that student media will go soft on the university to which they pay tuition dollars, but this is just another example where students asked tough questions that other (professional) journalists avoided.

And I know *The Lantern* will continue to ask tough questions about the conduct of our university, which does so many things right, but sometimes makes decisions that deserve criticism and explanation.



HAPPY 20TH ANNIVERSARY TO PROFESSOR STEPHANIE CRAFT!

BY YAYU FENG, MEMBER GRADUATE STUDENT COMMITTEE



Stephanie Craft is Professor and Head of Journalism Department at the University of Illinois at Urbana-Champaign. Her research, addressing journalism norms, ethics and practices and news literacy has appeared in a number of refereed journals and edited volumes. She is also the

co-author of the textbook *Principles of American Journalism*, now in its second edition.

Dr. Craft earned her doctorate in Communication at Stanford University, after working as a newspaper journalist in California, Arkansas and Washington. Prior to joining the Illinois faculty, she chaired the Journalism Studies faculty at the University of Missouri School of Journalism. Her teaching specializations include American Journalism History, Journalism Ethics, Women in Journalism, and News Literacy.

2019 is a special year for Dr. Stephanie Craft, as this is her 20th year working as a professor. For this issue I had the privilege of chatting with Dr. Craft about her research and teaching, as well as her insights about what emerging technology might bring to media ethic studies. You will also read about her longtime involvement with the MED (which is also celebrating its 20th birthday this year!), and a fun fact!

A long-time member of the Media Ethics Division

Dr. Craft joined the Media Ethics Division at its inception in 1999, and has been an active member since. Over the years, she served as the research chair, vice chair, and chair of the division at different times. She could still remember the old times when “people send several physical hard copies of their paper to you, and you had to mail them out to reviewers.”

The Media Ethics Division is relatively small, comparing to some other divisions in the AEJMC. Although hoping the division to grow and attract more scholars, on the other hand, Dr. Craft likes how the manageable scale pro-

vides the benefit for members to really get to know each other well, and the chance to talk about what everyone is working on. Also, she thinks it’s a good division for graduate students to join, because they can get a lot of mentorship in the division. Looking into the future, Dr. Craft sees an opportunity for the division to attract more members by showing that the ethics division is not all about philosophy, and that there can be an ethics component in many different kinds of researches.

A dedicated journalism ethics researcher

Dr. Craft didn’t plan to study ethics in Stanford, but during the last story she wrote while working as newspaper journalist in Washington, a big ethical issue happened and left her with a deep impression. The experience highlighted the pressure of conflict of interest in the news-

room and might have pulled her in the direction of journalism ethics research. “I really thought I was gonna do more media law, and I ended up doing ethics. So, you never know.” Over the years, journalism ethics has become a major area of research for her.

One of Dr. Craft’s research expertise is transparency in journalism. She was one of the earliest journalism scholars to write on this issue. In 2009 Dr. Craft wrote a chapter about transparency in journalism for the *Handbook of Mass Media Ethics* that Clifford

Christians and Lee Wilkins edited. At the

time, there hadn’t been a lot written about transparency as applies to journalism in a scholarly way. She and her co-author Kyle Heim had to think hard about how to understand transparency in journalism, especially as an ethical imperative. They turned to literatures in other fields such as international relations and finance for examples and entry points.

Lately Dr. Craft is working on four projects about Transparency. As she said, “they suddenly all started coming back to me again.” She just published a piece on Transparency in the *International Encyclopedia of Journalism Studies*, and another entry for the *Oxford Encyclo-*

(CONTINUED ON PAGE 7)



Stephanie Craft

pedia is in progress. She is also invited to update the chapter from 2009, and to write a new article for an upcoming volume *Routledge Companion to Journalism Ethics*, which she will be co-authoring with Dr. Tim Vos.

News Literacy is another of Dr. Craft's major research areas. With the support of a McCormick Foundation grant, Dr. Craft and her research team have developed a measure of news media literacy that can be used to explore relationships among news media use, literacy, skepticism, and civic engagement. Now the team is doing a rethinking/re-theorizing of news literacy, with the hope to develop and test a new model. She also sees an ethics component in this project:

"News Literacy is interesting, because it's a thing that consumers of news do or have, to put it simply. To the extent that it's partly about the choices that people make, it really in some ways is about the ethics of news consumers, what role or responsibilities they have to make sense of the information environment, not just to be passive consumers, but critical consumers of news. I think down the road, it will be a good thing to do for this project, after we have laid out the new theoretical model and done some testing, to discuss, is it the case that to be critical is to be ethical? Or to be uncritical is to fail the responsibilities as a citizen?"

20 years of ethics teaching...and exploring.

In Fall 2019, Dr. Craft will be a professor for 20 years. Having taught journalism ethics on different levels and in many different ways, she sees both the fun and challenge in teaching the subject. On the one hand, "ethics is like the most interesting thing to teach people about," because of the engagement with big questions about goodness and the interesting and abundant current cases. On the other hand, the resistance on some students' part to build in any theoretical foundations has been a real challenge for teaching. "I don't know if I ever hit a good method of presenting what I consider to be foundational and important material in a way that doesn't just seem to put breaks on the class."

Ethicist Deni Elliott has a great influence on Dr. Craft's teaching. During her first summer as an assistant professor, Dr. Craft went to an ethics teaching workshop that Dr. Elliott ran, and it turned out to be one of the most inspiring experiences for her.

"It was awesome. Thank you Deni, it was awesome. That was the place where I felt like I got some grounding in ways to teach and think about ethics teaching to undergraduates." She finds a framework exceptionally helpful, "The framework really was this idea about 'Do your job and do not cause unjustified harm' and then breaking it down to: what is your job, what is potential harm, can you justify that harm." This session informed her teaching from the beginning and continued to be a major structure that she finds helpful in formulating ethics teaching.

Now Dr. Craft is trying a new way of building ethics courses with that framework, because she likes that it is straightforward and helps to peel the difficult content in ethics. "I could just start from there, and what I do is I fill in like...okay, the do your job part, I'm gonna talk about the SPJ code, that's how journalists talk about what their job is from an ethics standpoint. And then, harm, who am I gonna talk about with harm? Patrick Plaisance got a whole thing on harm. So I can fill in these places, but having that framework seems to make a lot of sense to me, and it seems to work for the students who are taking independent study with me right now. So maybe next time I will build my course this way instead of using a fixed textbook and doing the theoretical stuff like I used to. I think the theories are important but the way I frame it maybe is gonna be different. Rather than starting with that...I think we lose the students if we start with it. If we can start with a general statement and put the theory in where and as it's relevant, maybe it would work better."

Insights about emerging technology...

While working on the new transparency-themed projects, Dr. Craft is thinking about adding issues that are brought by the emerging technology. "I think there are a lot of things in the big data, data journalism area that raise different kinds of transparency questions, there are different things that journalists might want to consider rendering more transparent than they are. Algorithm is one. I think that area is gonna be pretty fruitful." She sees what these technologies might add to the conversation of transparency in journalism: "If transparency is about being open about how you know what you know, then it seems to me that algorithms are... journalists actually don't necessarily understand that... But it might be the journalists' responsibility to understand enough about to then be on guard for the biases that can be built in to the algorithms."

She also talked about how the use of emerging technologies in journalism needs to be considered along with journalistic duties: "Journalists are like everybody else, they get excited about the new tools, and technologies. They want to use them and think about how to expand what they are able to learn and offer people, which is all great. But sometimes we get so eager to apply the stuff that we need to stop and backtrack a little bit and think about what are some built-in assumptions, what are some potential problems here. And go back to the basic questions like, I'm a journalist, what duties do I have, to whom do I have them, where's the potential harm. We can't just get so excited about the new shiny things and forget about the basic stuff."



FACT vs. FICTION IN VR JOURNALISM

BY RADWA MABROOK, CITY, UNIVERSITY OF LONDON



Driven by their curiosity and ambition to be branded as innovators, media organizations have been actively exploring the potential of Virtual Reality technology in journalism. And as they experiment with the technology, normative paradoxes and ethical dilemmas emerge.

VR technology becomes a journalistic actor that engages in a two-way interactive relationship with VR content creators and users, causing significant changes to the journalistic practice. VR users exercise a higher level of agency, shifting the journalistic product into a storyliving experience that emphasizes aesthetic persuasiveness to further engage users.

The strive for aesthetic persuasiveness may drive the content creators to embellish the facts or use fictional techniques to create a compelling experience. Talking heads, for instance, become highly discouraged in VR because they are difficult to edit and may disengage users. Therefore, content creators are forced to intervene with reality. They may instruct the story characters to say certain things in front of the camera or use re-enactment and Computer-Generated Imagery (CGI).

Thus, the boundary between fact and fiction starts to blur, pushing VR journalism from naturalistic claims towards a world of as ifs, according to Tanja Aitamurto who recently published a research about normative paradoxes in VR journalism. In other words, captured events in VR are not always real but look as if they are real.

The fuzzy boundaries of facts and fiction have long existed in narrative journalism. However, the potential VR empathy impact causes the debates to re-surface and amplifies the potential negative consequences. VR users are highly likely to be deceived or at the very least lose the ability to differentiate between reality and re-enactments.

Therefore, content creators must explicitly signal the re-enactment to the users to avoid any potential deception. VR creators use creative transparency techniques in addition to the straightforward disclaimers. They may use low modality CGI or add visual effects to the acted footage.

Take the example of After Solitary VR, an experience created by PBS's Frontline documentary series and Emblematic VR studio. It was tackling the issue of solitary confinement in the US prisons, through the story of a

former prison inmate called Kenny Moore. After Solitary VR used Videogrammetry technique, in which Kenny's hologram was inserted into a photorealistic CGI representing a solitary confinement cell. Content creators used Kenny's clothes to signal the constructed nature of VR. Kenny Moore did not appear in prison uniform, so users could perceive the scene as a form of re-enactment and realize that Moore is currently out of prison.

VR content creators seem to adopt an exceptionist ethical ideology, adopting moral ideals to guide ethical decisions while remaining pragmatically open to exceptions. To them, truthfulness and facticity are not identical. Content creators may sacrifice the naturalism to prevent potential deception while providing a truthful engaging experience.

And there comes the question: Does revealing the constructed nature of VR undermines its journalistic value? and if so, how can content creators address that?

Content creators acknowledge the necessity of scene re-constructions in VR but emphasize the need for journalistic rigor to authenticate them. They base their scene reconstructions on verified audio-visual evidence and eyewitness accounts. Then, they use transparency techniques to show the journalistic rigor behind the scene re-constructions.

Content creators must make situation-based assessment to balance between avoiding deception and showing rigor. First Impression VR provides a quite interesting example. It is an acted VR piece, produced by The Guardian to let users experience how a baby sees the world during the first six months of life. Content creators started with a clear disclaimer explaining the fact-based nature of the experience and added soundbites from an interview with a professor of pediatrics to explain the process scientifically. They postponed acknowledging the use of actors till the ending credits while insinuating the constructed nature of content by implicit visual techniques.

Transparency is, indeed, essential in VR journalism, but it cannot overwrite other ethical principles. Transparency about scene reconstruction prevents audience deception yet it can subvert journalism. VR content creators must abide by strict rules of news gathering and verification, and then use transparency to demonstrate their rigor and acknowledge scene re-constructions.



TIPS FROM BRIAN STELTER

BY JAN LEACH, TEACHING CHAIR



CNN's Brian Stelter contends people want and need what the media are providing every day but it's up to journalists to keep standards high to gain and regain trust every day. Stelter, CNN senior media correspondent and host of the weekly

"Reliable Sources" television show, says journalists must be aware of the sea of false information that taints the public's image of journalists and their role. Striving for ethical journalism, he says, can provide a healthier "media ecosystem where there's even more truth telling and ... hopefully fewer alternative facts."

As the first speaker in a newly established lecture series at Kent State University, Stelter last month (February) offered 11 keys to ethical journalism to keep standards high. Some of his tips are based on well-known guidelines such as those in media industry codes of ethics. Others relate to the ways journalists work and the ways audiences consume media in digital formats.

One of Stelter's keys to ethical journalism is to triple check before you share or spread things online. Verifying information is a basic tenet of journalism, of course, but triple checking means recognizing the harm in quickly posting information online or to social media before accuracy can be determined. He insists this applies to everybody, journalists and the audience alike.

"We can all be part of that solution to information pollution by triple checking before we share," Stelter says.

Related to triple checking is Stelter's tip to tell people what you don't know. Stelter suggests this is important so audiences can determine what still needs to be confirmed and what the media are doing to find out what's happening. This helps people feel more secure, Stelter says, and supports transparency.

Stelter also suggests journalists "stay on the outside but with a good view" as stories evolve. He connects this to journalistic independence and recommends journalists avoid being influenced by their sources. "We want to be close to power, to examine power, to challenge power but without being seduced by power," he says.

For Stelter, another key to ethical journalism is to "stay human." He explains that reporting is more than a transaction or exchange of information; it should be an interaction. Stelter says journalists must recognize we're working with people – sometimes scared, vulnerable, hurt people. Sources, witnesses, victims and others should know "we're not going to parachute in, take their stories and go off to the next thing and forget about those people."

Transparency has long been an emblem of ethical journalism and Stelter endorses this: "Be as transparent as you want others to be," he says.

With the rise of mis- and disinformation, Stelter says journalists need to do a better job of explaining why and how we do what we do. Some of our problems are of our own making because we get to be the problem-solvers, he says, "and that starts with a deep foundation in media ethics."

Stelter spoke at Kent State University's School of Journalism and Mass Communication for its newly endowed Dix Lecture in Media Ethics. A link to the live stream is here:

<https://www.kent.edu/cci/telling-truth-age-alternative-facts>
For questions, contact Jan Leach at jleach1@kent.edu.

Brian Stelter's 11 Keys to Ethical Journalism

1. Do no harm.
Do not make the worst day of (many) people's lives any worse than it already is.
2. Figure out what's true; put the truth front and center.
We are here to advocate for the truth. We're seeking "the best possible version of the truth."
3. Triple check before you share.
4. Tell people what you don't know yet and what you're waiting to hear and confirm.
5. Stay on the outside but with a good view.
6. Protect your sources.
We have an ethical obligation to make right by the people we interview.
7. Stay human. Journalism is more than a transaction.
8. Be as transparent as we want others to be.
9. Stay open-minded.
Staying open-minded enables us to provide fair, balanced, thoughtful coverage.
10. Take time to reflect.
Learn from our errors and make improvements.
11. Keep standards high despite the pressure to "go low."

Standing up for real news is what's going to get us through this complicated period for the press. "Real reporting takes nuance, it takes time, real reporting takes empathy, it takes that humanity... It takes confidence and it takes ethics and through all of that we get through to the truth."



MEDIA INNOVATION LAB (MIL) AT NORTHWESTERN UNIVERSITY IN QATAR

BY NANCI MARTIN, NORTHWESTERN UNIVERSITY IN QATAR



Overview

The Media Innovation Lab was developed at Northwestern University in Qatar as a creative space for experimenting with new technologies and theories and their relationship with media. Complementing the academic work of the institution, the lab provides access technology that is early in the product lifecycle and industry norms for use are not yet established. The MIL opened in September 2018 with a debut theme of Virtual and Augmented Reality in Media and Storytelling.

Speakers and Workshops

The MIL launch was kicked-off in September with a visit to Northwestern by Mia Tranz, editorial director of enterprise and immersive experiences at TIME, an expert on VR and 360 productions, including earning an Emmy Award for her production on summiting Mt. Everest, Tranz brought with her the experience that exemplified capabilities NU-Q hoped to have our students aspire towards through interaction with the MIL in collaboration with their academic work.

Tranz hosted a workshop at NU-Q, which provided a detailed overview of how content creators need to retool their thinking to work in a 360 or VR environment. No longer a linear viewing experience, a 360 video allows for the viewer to choose their own perspective. In a virtual reality environment, the experience is interactive and the user is able to engage with content. Participants in the workshop left with a foundational understanding of how to map out these types of experiences ahead of production planning.

Julia Leeb, who originally joined NU-Q as a guest in February 2018 to discuss the use of virtual reality, returned to Northwestern in Spring 2019 to consult with the MIL in addition to teaching a five-week course on immersive experiences as an adjunct member of our journalism faculty. The capstone visit for NU-Q will be having the two founders of iNK Stories, Navid and Vasiliki Khonsari, join in Qatar in April 2019. iNK Stories is an award-winning interactive storytelling studio Fast Company calls an “innovation agent.”

Student Grant Program

Northwestern University in Qatar continues to look for ways to have students create content that advances learning, challenges their creativity, and grows their portfolio. The Media Innovation Lab Student Grant program provides modest funding opportunities for students’ projects which are aligned with the theme of the Media Innovation Lab each academic year. The project team is required to deliver the end product as indicated in the grant proposal along with a presentation to the community on the process, from idea generation through delivery, including methodology, process, challenges, and any potential for future application in journalism and/or communication space. Accepted projects include experiences that focus on blasphemy laws in Pakistan, the humanitarian crisis in Yemen, a special audio piece with the Qatar Philharmonic, and a unique visual perspective on climate change.



NU-Q students experiment with the MIL's VR headsets.



STUDY FINDS EMPLOYERS RANK ETHICS AMONG THE TOP THREE COMPETENCIES DESIRED IN PUBLIC RELATIONS; LEADS TO RECOMMENDATION FOR STAND-ALONE ETHICS COURSE

BY MARLENE NEILL, VICE HEAD, PROGRAMMING CHAIR



The Commission on Public Relations Education (CPRE) released its latest report in 2018 and found that employers ranked ethics among the top three competencies desired along with writing and communication skills. In addition, employers indicated that entry-level practitioners are not meeting their expectations when it comes to knowledge of ethics. For this reason, the CPRE is recommending that colleges and universities offer a stand-alone ethics course as one of six required courses in an ideal public relations program of study: The recommended six minimum courses are:

- Introduction To or Principles of Public Relations
- Research Methods
- Writing
- Campaigns and Case Studies
- Supervised Work Experience or Internships
- Ethics – (more essential than ever in our current age of disinformation, alternative facts and “fake news”)

The CPRE has assigned a subcommittee the responsibility for providing recommendations to colleges and universities regarding what should be taught in the ethics course as well as sharing existing resources for educators. In addition, the Arthur W. Page Center is sponsoring new research through a research fellowship to identify exactly what knowledge, skills and abilities public relations employers are seeking among entry-level practitioners. To read the full report, visit <http://www.commissionpred.org/> 

NOTES AND ANNOUNCEMENTS

IT'S PAPER SUBMISSION TIME

BY KATHLEEN BARTZEN CULVER, MED RESEARCH CHAIR



April 1 is just around the corner, so it's time to shine up your latest research and theory work and prepare to submit to the Media Ethics Division's paper calls.

This year, our calls (<http://aejmc.org/events/toronto19/2019/01/03/media-ethics-division/>) include:

- open call
- special call on media ethics and teaching
- Burnett Award for graduate students
- the brand new Penn State Davis Ethics Award (see below) for scholars who have successfully defended ethics-related dissertations in the 2018 calendar year

Get started by visiting the [All Academic site](#) and setting up your account. Remember, it's a new account every year, so yours for the 2018 conference won't work (but you can use the same login and password year to year).

Remember that all submissions must be 100% free of identifying information. Take important (and easy) steps to strip your digital fingerprints from metadata. Here's [one set of tips](#) for removing this information from Microsoft documents. You can find plenty of others online. The All Academic system will not remove these identifiers. It's up to authors to ensure this. Please, oh please, make sure you do this, as the last thing in the world a research chair wants to do is disqualify a paper because an author missed an identifier.

Other useful info for you:

- The conference site is now live: <http://aejmc.org/events/toronto19/>
- Hotel reservations are open now
- Fun facts about Toronto (via <https://canadianvisa.org/blog/cities-and-places/toronto/10-fun-facts-toronto>)

GREAT LINEUP OF ETHICS PANELS FOR TORONTO

MARLENE NEILL, VICE HEAD, PROGRAMMING CHAIR



Thank you to everyone who submitted panel proposals for the annual AEJMC conference in Toronto. We were able to find co-sponsors from several other divisions and interest groups. We hope you will be able to attend some of these great sessions featuring members of the Media Ethics Division as panelists and moderators. Here is the schedule:

Wednesday, Aug. 7

- 8:15 a.m. – 9:45 a.m. - Mitigating Unconscious Bias in the Classroom, co-sponsor Magazine Media Division, Teaching Panel
- 11:45 a.m. – 1:15 p.m. - Ethical Issues in Data Management, co-sponsor Media Management, Economics & Entrepreneurship, Research Panel
- 1:30 p.m. – 3 p.m. - Sexual harassment in academia, co-sponsor Commission on the Status of Women, Teaching Panel
- 3 p.m. – 4:30 p.m. - Public Relations, the Media, and the Ethical Implications for Political Discourse, co-sponsor Public Relations Division, PF&R panel

Thursday, Aug. 8

- 10 a.m. – 11:30 a.m. - Leveraging the ethical choice and the benefits of ethnic diversity to enhance creativity in

the advertising industry, co-sponsor Advertising Division, PF&R panel

11:45 a.m. - 1:15 p.m. - Empowering Women in PR: Breaking through Ethical and Leadership Challenges, co-sponsor Public Relations Division, Research Panel

3:15 p.m. - 4:45 p.m. - Don't Know Much About Philosophy: Putting the Ethics Back in Ethics Education, co-sponsor Communication Theory and Methodology, Teaching Panel

6:45 p.m. – 8:15 p.m. – Media Ethics Division Business Meeting – all members are encouraged to attend

Friday, Aug. 9

3:30 p.m. - 5 p.m. - Going On the Record About Being Off the Record: the Debate: confidential sources vs. the ethics of anonymity, co-sponsor Law & Policy, PF&R panel

PRE-CONFERENCE WORKSHOP 'WOMEN FACULTY MOVING FORWARD'

BY LILLIAN LODGE KOPENHAVER, EXECUTIVE DIRECTOR



Each year at the AEJMC convention the Council of Affiliates and the Commission on the Status of Women, along with the Kopenhaver Center for the Advancement of Women in Communication at Florida International University, sponsor a pre-convention workshop for young Ph.D.'s just entering the teaching field. **Women Faculty Moving Forward**, features sessions with senior professors and researchers on topics such as tenure and promotion, balancing research and life, leadership and administration, research agendas, etc. We have more than 160 young women who have graduated from this workshop who have attested to its benefit as they have entered and pursued academic life.

The application to this year's free workshop on August 6 from 1-5 p.m. [may be found here](#).



Lillian Lodge Kopenhaver
Center for the Advancement
of Women in Communication

CENTER FOR DIGITAL ETHICS AND POLICY REVIVES COLLOQUIUM SERIES

BY BASTIAAN VANACKER, LOYOLA UNIVERSITY, CHICAGO



If you have been around MED for longer than a decade or so, you will undoubtedly remember the annual Colloquium in Applied Media Ethics. Each year between 2000 and 2010, the colloquium brought together teams of ethics scholars (usually a junior and senior scholar) to present research on a selected topic to a group of prominent media ethicists.

My knowledge of the event is based on the two times I participated as a junior researcher; once as a graduate student and once as a freshly-hired assistant professor. They proved to be indelible experiences that allowed me to talk media ethics and rub elbows with the likes of Lou Hodges, Jay Black and Clifford Christians.

Some of the people I still see every year at AEJMC I met for the first time at these colloquia. This was also the pathway to my first publications, as the *Journal of Mass Media Ethics* usually bundled the resulting articles in a special issue. Nothing else I have done in my academic career has proven to be a better investment of my time and effort than participating in these colloquia.

Since funding ran out in 2010, frequent calls to resuscitate the series have gone unanswered. And though the colloquium as we knew it might never come back, at the Center for Digital Ethics and Policy at Loyola University we have decided to revive some aspects of the colloquium at our upcoming ninth Annual Symposium on Digital Ethics.

As you will see in the CFA, our research competition is geared towards teams of junior and senior scholars who are paired together and will face to daunting task of presenting their research to one another. Just like back in the day, the outcome of this hard work will result in a special issue of the *Journal of Media Ethics*. And just like then, the Media Ethics Division will be involved in the process, by providing support in promoting the event and assisting in the judging of the abstracts. There will be differences in scope and amenities, mainly due to budgetary restrictions, but we certainly hope that this symposium can serve as the launching pad for a new generation of (digital) ethics scholars.

Call for Abstracts: 9th International Symposium on Digital Ethics and Policy

The Center for Digital Ethics & Policy at Loyola University Chicago (digitalethics.org) will be holding its 9th annual International Symposium on Digital Ethics on November 7th and 8th 2019. This year, we are inviting research teams consisting of one senior and one junior scholar to submit a research proposal.

We are looking for papers on digital ethics. Topics might include but are not limited to privacy, hate speech, fake news, platform ethics, AI/robotics/algorithms, predictive analytics, native advertising online, influencer endorsements, predictive analytics, VR, intellectual property, hacking, scamming, surveillance, information mining, data protection, shifting norms in journalism and advertising, transparency, digital citizenship, or anything else relating to ethical questions raised by digital technology. This is an interdisciplinary symposium, we welcome all backgrounds and approaches to research.

Researchers can either submit a proposal as a team (consisting of one junior and one senior scholar) or individually. In the latter case, organizers will match submitters up with a partner based on compatibility of the proposal. Five teams will be selected to present completed research at the symposium and critique each other's work during five 75-minute sessions. After further review, the articles will be eligible for inclusion in a special issue of the *Journal of Media Ethics*.

For the purposes of this symposium, senior scholars are researchers who have been employed as a full-time faculty member for five years or more. Junior scholars are defined as those who have not met this threshold or are currently enrolled in a doctoral program.

Abstracts should propose original research that has **not been presented or published elsewhere**. The abstract should be between 500 and 1,000 words in length (not including references) and should include a discussion of the methodology used. Please also submit a current C.V. of all authors with the abstract. Abstracts are due on May 20, notifications will be sent out by June 5. **Completed papers will be due by October 15.**

Organizers will cover lodging for two nights and most meals and will provide small stipends to symposium participants.

Send your submission in a MSWord document attachment, with Digital Ethics Symposium submission in the subject line to bvanacker@luc.edu. All other questions and inquiries can also be sent to the same email address.

The Center for Digital Ethics and Policy was founded through the School of Communication at Loyola University Chicago in an effort to foster more dialogue, research, and guidelines regarding ethical behavior in online and digital environments. The center publishes essays, develops sets of best practices and hosts an annual International Symposium on Digital Ethics. Essays from the previous symposia have been collected in three edited volumes and one (upcoming) special issue of the *Journal of Media Ethics*.



MED TEACHING EXCELLENCE AWARD

BY JAN LEACH, TEACHING CHAIR



Nominations for the Media Ethics Division's third annual Teaching Excellence Award are due on April 15. The time is now to get your materials together and send them in.

The award recognizes outstanding classroom teaching. Our first winner was current MED chair Erin Schauster and last year's winner was MED PF&R chair Nicole Kraft. You may be next!

Any MED member who teaches media ethics, journalism ethics, ad/PR ethics or media law and ethics is eligible for the award (except the division head, vice head and teaching chair.) AEJMC members who are not MED members are invited and encouraged to join MED to be eligible for the

award. The application is relatively easy to compile. We share the winners' ideas on the division's [teaching resources website](#).

Applicants for the MED Teaching Excellence Award must have been teaching ethics for at least three years. The MED Teaching Award Selection Committee for 2018-19 consists of chair Erin Schauster (University of Colorado-Boulder), Vice Chair Marlene Neill (Baylor University) and Teaching Committee Chair Jan Leach (Kent State University.)

Nominations, including self-nominations, consist of an application, a syllabus or lesson plan or activity, a brief statement of teaching philosophy and two letters of recommendation. One recommendation must be from a student or former student. The other must be from a faculty member or colleague, supervisor or department chair, dean or administrator where the nominee currently teaches. The application is available [here](#) and on the MED Google Group site in Jan Leach's post of Oct. 9.

Nominations including the application form, materials and recommendations are due to Jan Leach via email at jleach1@kent.edu by Monday, April 15, 2019. The winner will be notified on or before June 3 and is expected to attend the AEJMC annual meeting and the MED business meeting. The winner will receive a plaque and a small monetary award. Direct questions to Jan Leach at jleach1@kent.edu.

MED TEACHING PANEL REDUX

BY JAN LEACH, TEACHING CHAIR

We're all looking for ways to keep our students engaged and accomplish teaching and learning goals, but sometimes it's hard to sort out the shiny new ideas from truly useful things that promote and encourage learning.

Sorting it out was the goal when MED hosted a teaching session at AEJMC's conference last summer. Titled "10 Cool Ideas You Can Use RIGHT NOW to Teach Ethics, Fake News (and maybe even organize your life,)" the panel offered practical tips from classroom activities to software to best practices. Four presenters told the packed gathering what they're using to teach ethics, introduce media literacy/identify fake news and manage their classrooms and their schedules.

A summary of all the presentations is at bit.ly/culverAEJMC18, thanks to Katy Culver (scroll to the fifth subhead.) Steal these tools and make your teaching and your lives easier.

Allysa Appelman, Northern Kentucky University (MC&S), discussed fact-checking resources including the well-known Data Journalism Handbook and courses available from Poynter's NewsU. She also demonstrated digital tools for fact verification, such as whois.com (the internet directory that lists domain owners), EXIF Data Viewer, TinEye Reverse Image Search and YouTube Data Viewer. Allysa teaches journalism and mass communication courses and focuses her research on journalism studies and media psychology. She is at appelmana1@nku.edu.

Katy Bartzen Culver, University of Wisconsin-Madison (MED), showed how to spot what she called "deep fakes," such as fake tweets and fake html. She then introduced "Katy's Grand Theory of Life Organization" and suggested practical ways to manage overlapping obligations with tools like SLACK, spreadsheet schedules and email signatures. Perhaps the most valuable advice Culver offered is a memo she sends to students seeking references and recommendations. The memo requires students to provide information Culver can use to write a personal endorsement. Katy, an assistant professor and director of UW-Madison Center for Journalism Ethics, is MED's research chair. She is at kbculver@wisc.edu.

Nicole Kraft, Ohio State University (MED), introduced Perusall (a tool that allows students and teachers to collaboratively mark up PDF documents) and VoiceThread (an online learning tool for students and instructors to create, share and discuss documents, videos and the like.) She also reviewed a police simulation exercise for covering an active shooter situation with ethics discussion questions. Nicole, an Apple Distinguished Educator, was featured in a New York Times [article](#) last summer about teaching iGen students how to use devices and apps for academics. Nicole is MED's PF&R chair and last year won the division's Teaching Excellence Award. She is at kraft.42@osu.edu.

Christina Smith, Georgia College and State University (MC&S), presented a full lesson plan for teaching non-journalism majors how to spot misinformation and fake news. The two-day/one-week lesson includes a short lecture on misinformation and the difference between news and opinion, small- and large-group activities, discussion and online games to illustrate how pervasive and ubiquitous fake news can be. Christina led participants in online exercises Factitious and Fake it to Make It. These and copies of her handouts are available at the link above. Christina, an assistant professor, is at christina.smith1@gcsu.edu.

QUICK LINKS (See the [bit.ly](#) link, above, for even more)

- The Data Journalism Handbook, <https://datajournalismhandbook.org/>
 - EXIF data viewer, <http://exifdata.com/>
 - Factitious, <http://factitious.augamestudio.com/#/>
 - Fake It to Make It, <https://www.fakeittomakeitgame.com/>
 - Google Reverse Image Search, <https://support.google.com/websearch/answer/1325808?co=GENIE.Platform%3DAndroid&hl=en>
 - Perusall, <https://perusall.com/>
 - The Poynter Institute, NewsU, <https://www.poynter.org/newsu/>
 - SLACK, <https://slack.com/>
 - TinEye Reverse Image Search, <https://www.tineye.com/>
 - VoiceThread, <https://voicethread.com/>
 - Whois.com, <https://www.whois.com/>
 - YouTube Data Viewer, <https://citizenevidence.org/2014/07/01/youtube-dataviewer/>
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CASE STUDIES FOR TEACHING ETHICS

Are you looking for interesting and free ways to encourage discussion in your media or communication class over cutting-edge topics in ethics? A growing list of unique ethics case studies suitable for use in a wide range of media, journalism, and communication courses can be found at the [Media Ethics Initiative website](#). Cases are available in PDF form for easy distribution and are arranged in categories that include journalism ethics, digital ethics, free speech, advertising/public relations, art and aesthetics, health communication, and sports media.

The Media Ethics Initiative is based in the Center for Media Engagement in the Moody College of Communication at the University of Texas Austin. Please contact Scott R. Stroud (sstroud@austin.utexas.edu) for more information on the Media Ethics Initiative.



THE PENN STATE DAVIS ETHICS AWARD

BY PATRICK PLAISANCE, EDITOR, *JOURNAL OF MEDIA ETHICS*

Scholars who have successfully defended ethics-related dissertations in the 2018 calendar year are encouraged to apply for the new Penn State Davis Ethics Award. The award provides a \$1,000 honorarium, travel support to present their scholarship in a session of the Media Ethics Division at the 2019 AEJMC annual conference, and a fully supported guest-lecture visit to Penn State's Bellisario College of Communications. The Don W. Davis Professor in Ethics at Penn State, Patrick Lee Plaisance, shall administer all aspects of the award competition and selection process. Applications should include a cover letter stating applicant's ethics-related focus and contact information, statement of defense date, full dissertation (either in pdf format or a web link), and dissertation adviser contact information. All applications are due April 1, 2019, and should be sent to plp22@psu.edu. The award will be presented at the Media Ethics Division's Business Meeting during the 2019 AEJMC conference. This award is intended to recognize new scholarship in the fields of media and communication ethics, and is sponsored by the Davis Program in Ethical Leadership at Penn State. Arrangements for a guest-lecture visit to Penn State will be made for fall 2019 based on recipient availability.



Media Ethics

The Magazine Serving Mass Communication Ethics

CALL FOR MANUSCRIPTS

Media Ethics welcomes submissions for publication in its forthcoming issues. Published online twice a year, *Media Ethics* is an independent, open-access, scholarly forum for the sharing of research and views on current topics in media ethics.

Media Ethics takes a purposely broad and pluralistic view of media ethics, encompassing topics in journalism ethics, advertising ethics, digital ethics, computer ethics, organizational communication ethics, as well as communication ethics in general. We are interested in encouraging and sharing scholarly work on any important normative topic in communication or media.

Media Ethics is a scholarly publication that was established in 1987 by Clifford Christians, Tom Cooper, Manny Paraschos, and Mike Kittross. It features creative and innovative pieces that showcase current scholarship, or shorter pieces that allow scholars to promptly voice their opinions on important topics in the current media environment. *Media Ethics* welcomes the submission of long and concise articles, book reviews, teaching commentaries, and case studies for possible publication. *Media Ethics* is published by the Moody College of Communication and the Center for Media Engagement at the University of Texas at Austin under the editorship of Dr. Scott R. Stroud.

Authors are encouraged to submit long articles (up to 10,000 words) or short commentary pieces (750+ words) for consideration. All submitted manuscripts are subject to editing at the discretion of the editor, and publication is not guaranteed. Because of our editorial policies of independence and inclusion, neither the sponsors nor the editor shall be held responsible for any views expressed in *Media Ethics* by authors or others. All manuscripts, book reviews, case studies, and teaching pieces should be submitted via email to:

Dr. Scott R. Stroud, Media Ethics Editor
Department of Communication Studies
University of Texas at Austin
editor@mediaethicsmagazine.com

Submissions will be considered on a rolling basis.

Visit www.mediaethicsmagazine.com or follow us on Facebook at www.facebook.com/mediaethicsmagazine/

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 nine years ago Cliff Christians and Tom Cooper decided to start a special donation drive within MED for such 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, Erin Schauster, and Tom Cooper



"...with the sun's love in the spring..."

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

