

LETTER FROM THE EDITOR

BY LOK R. POKHREL, NEWSLETTER EDITOR



Last week, the photographs and video (Syrian Child) of a lifeless body of Syrian child named Alan Kurdi stunned the whole world. The images went viral across social media, first in Turkey, and then the rest of the world, with comments mostly suggesting that the distressing images needed to be seen and could act as a catalyst for the international community to finally halt the war in Syria. These are some of

Tweets suggesting the power of photographs that could help change Europe's attitude toward the refugee crisis:



David Miliband ✓
@DMiliband

Follow

"If these powerful images of a dead Syrian child on a beach don't change Europe's attitude to refugees, what will?" ind.pn/1KIFrkm

1:52 PM - 2 Sep 2015

↩️ ↻ 1,220 ★ 460



Rob Simpson
@robasismpson

Follow

How often it takes a terrible but iconic image to spark the world into action. Let this be it.

twitter.com/bouckap/status...

11:24 AM - 2 Sep 2015

↩️ ↻ 99 ★ 57

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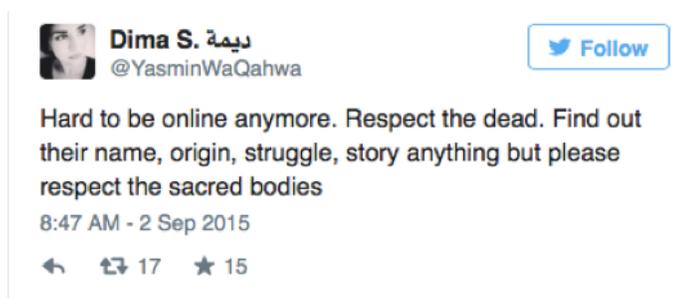
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However, as the photographs appeared again and again on Facebook walls and Twitter timelines, it broke out a debate about the ethics of sharing such graphic images of a dead child. Some of the comments on Twitter were as following:



Not only in Twitter and other social networks, the images brought a dilemma among the editors in the newsrooms concerning the ethics of publishing or sharing the images. According to Robert Mackey of The New York Times, a number of reporters supported the arguments indicating necessity of publishing the images, which would garner enormous public support to fight against the human toll of the war in Syria, and influence the policies in Europe that have been against the asylum seekers. However, there were many editors who were concerned about shocking their audiences and wanted to avoid the use of sensational images just for the sake of profit.

Since March of 2011, more than nine million Syrian civilians have been displaced (The Huffington Post, September 8, '15). Of that, four million have fled Syria. Hundreds of thousands are dead, and just as many widowed and orphaned. A columnist in The Huffington Post writes:

We read the statistics. Read an article every once in a while. Our hearts sink, sure. We shake our heads with a helpless "what's this world coming to?" Then we move on. Our Facebook newsfeed is far more concerned with funny memes, Donald Trump quotes, photos of the family on vacation, and Cecil the Lion.

(Shermin Kruse, The Huffington Post, Sept 8).

My question is: Was the world waiting for these images to surface in order for it to respond to and come into action? Unfortunately, the answer is 'yes'.

It is hard to believe and accept, however, it was the reality. The public perception toward the refugees on the

one hand, and the urgency of the crisis—which now seems somewhat felt by the world leaders on the other suggests the power of images. For quite a long time since the Syrian crisis, we have been observing the images of refugees ferried in boats attempting to cross the seas, whether they were originated from Syria or Myanmar. Personally, I have never seen the exodus from that close but I can visualize the Syrian or Myanmar refugee crisis through these frequent images I see on TVs and the newspapers – the boats full of refugees. But I do not recall of seeing any human faces or reading any stories of their harrowing personal experiences in the newspapers or the websites.

Connecting such patterns with the research in social-psychological studies indicates that the close-up portraits are the types of images most likely to evoke compassion in viewers. Images of groups, by contrast, tend to create emotional distance between viewers and the subjects being depicted (see Jenni and Lowenstein, 1997; Kogut and Ritov 2005; Small and Loewenstein, 2003). The way that we saw the visual patterns until the climax of Syrian problem could possibly have been aimed to frame the refugee problem such that it is seen not as a humanitarian disaster that requires a compassionate public response, but rather as a potential threat that sets in place mechanisms of security and border control. I recommend that the media ethicists and the scholars should examine the ethics of media framing when they use visuals as framing tactics, as mentioned above. The media ethicists could probably look at the faceless and dehumanizing visual patterns that might possibly feed into the politics of fear as a highly problematic aspect of European (or the Middle East approach for that matter) approach to refugees. It will be wrong to reach into the conclusion that a particular image type necessarily indicates a particular meaning, however, a consistent pattern would definitely help identify the possibilities. Thus, it is worth examining.

Extant research in critical discourse analysis indicates that language plays an important role in framing public opinions or attitudes, and the possibility of policy approaches to various social/political (including health) problems. Studies have also indicated that news media are trying to influence the coverage of policy debates (Iyengar & Simon 2000) by using various frame tactics. However, past research has rarely discussed the ethical implications of framing as a discursive tactic of the news media, particularly in visual communication. Thus, the researchers could focus on examining the ethics of political consequences of these differing visual framing processes.

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Have you ever attended the AEJMC conference and thought to yourself, “Wouldn’t it be neat to have a panel on _____”? Are you bursting with teaching ideas that you’d like to share with your fellow ethics teachers? Are there issues in professional practice that we should spotlight as a division?

If your answer to any of these questions is “yes,” then we want to hear from you! As your Vice-Head and Programming Chair, I’m looking forward to assembling a selection of panels for our 2016 conference in Minneapolis that will give you lots to think about, and to take back to the classroom, to your research, and to the profession.

We are especially interested in panels that will attract the attention and co-sponsorship of another AEJMC Division or Interest Group. The rules of the game are such that the more we co-sponsor with other divisions, the

more panels in total we are able to offer. Plus, it shows that we are an outward-looking division keen to interact with others! You can find a list of the AEJMC Divisions and Interest Groups here. Please be diligent in thinking of appropriate co-sponsors. This is your best bet to ensuring your proposal ends up on the program.

You will need to identify your proposal as a Research, Teaching, or Professional Freedom & Responsibility panel. In short, research panels focus on issues in ethics theory and scholarship. Teaching panels focus on issues pertaining to the teaching of ethics (e.g., pedagogy, technology, ethics in the curriculum, diversity, etc.). Professional Freedom & Responsibility panels discuss issues of contemporary relevance to the practice of journalism and strategic communication (e.g., freedom of expression, accountability, regulation, diversity) and respond to challenges facing professionals.

You should also think of potential panelists. If you can identify people by name, that would be great, but identifying a “type” of panelist is fine also (e.g., “a local sports reporter,” “a political cartoonist,” “a citizen blogger,” etc.).

Once I receive all of your proposals, I will work my hardest to ensure we get an attractive program. You will make my job a ton easier by crafting panel proposals that will entice those all-important co-sponsorships!

To submit a panel proposal, please complete this form. The deadline for panel proposals is September 21. Panel proposals should be submitted using this link only, and not sent by email.

If you have questions, feel free to contact me (thomasrj@missouri.edu) at any time between now and the deadline

I’m looking forward to reading your proposals!

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BYLAWS ITEM

Jan Leach, Chair, Media Ethics Division, AEJMC

I’ve received several questions about the bylaws for the Media Ethics Division of AEJMC and have so far been unable to locate them. Directors at AEJMC advise that when the Media Ethics Interest Group was elevated to the Division status, bylaws had to be submitted. However, AEJMC cannot find them and a quick query to some previous division leaders has turned up nothing.

If any past or present member has an idea where to find the MED bylaws, please email me at jleach1@kent.edu. If you know someone who might have this information, send me names.

If we cannot locate and verify our bylaws, we may have to form a committee to write new ones. We would then vote to adopt them at the August convention in Minneapolis next year.

OVERVIEW FROM MED HEAD

Jan Leach, Chair, Media Ethics Division, AEJMC



Your Media Ethics Division hosted lively panels, thoughtful research sessions, and at timely Hot Topics session at AEJMC's San Francisco convention. Can it have been just one month ago?

BUSINESS MEETING

Here's a recap of the Media Ethics Division's annual business meeting, which took place on Aug. 7, and look at some ideas for next coming year.

- 2014-15 Chair Jenn Burleson Mackay reported that the division is functioning well, with a steady membership of more than 215, and a healthy, but not substantial, amount of money in our account (about \$2,000.)
- Members voted NOT to increase dues, which will stay at \$26 for 2015-16. Dues include your subscription to the Journal of Mass Media Ethics.
- The GoogleGroup set up to keep members informed about division activities has worked well and division representatives will continue to use it. If you're not a member of the MED GoogleGroup, email Jenn at jemackay@vt.edu
- The division voted on the site for the 2018 convention. Five sites (selected by the Council of Divisions) were under consideration. MED members voted Philadelphia as our top choice, followed by Tampa. I have not heard how other divisions voted, and not sure yet about the actual site for 2018 convention.
- 2018 also is the year the MED will next be assessed.
- I reported on programs for the 2015 convention. These included eight sessions: seven PF&R and one teaching. The Hot Topics panel on the California drought and water issues is included in PF&R panels. We had many interesting panel proposals, including some for which I could not find co-sponsors. We also brought on some new co-sponsors this time including Council of Affiliates.
- For next year, we need to increase our Teaching panel programming (see below.) Send ideas to incoming Program Chair Ryan Thomas at thomasrj@missouri.edu.
- Ryan reported on research papers including good numbers of submissions. We received 44 total submissions and accepted 21 of them or 48 percent.

AEJMC recommends an acceptance rate of about 50 percent.

- Teaching Chair John Williams will be returning to this position for 2015-16. Members discussed establishing a new teaching award for MED. John will form a committee to suggest award guidelines and determination of a winner. We hope to present this new award for the first time in Minneapolis next summer.
- In other business, Patrick Plaisance reported that JMME is in good shape, Social Media Chair Katy Culver discussed the results of her small survey on how members prefer to receive information, and members voted to participate in the Cronkite Conference on Media Ethics and Integrity at Missouri Western University this fall.

MED OFFICERS

MED officers for 2015-16 are:

- Head Jan Leach, Kent State
- Program Chair and Vice Head Ryan Thomas, Missouri
- Research Chair Chad Painter, Eastern New Mexico
- PF&R Chair Nicole Kraft, Ohio State
- Teaching Chair John Williams, Principia (returning for a second year)
- Newsletter Editor Lok Pokhrel, Minnesota State-Moorhead
- Social Media Chair Katy Bartzen Culver, Wisconsin-Madison (returning for a second year)
- Grad Student Representatives Kristen Bialek, Wisconsin-Madison, and Rhema Zlaten, Colorado State

PROGRAMMING for 2016 CONFERENCE

AEJMC will continue to use the online system for organizing programs for the Minneapolis convention, Aug. 4-7, 2016. Ryan Thomas moves from Research Chair to Program Chair-Vice Head of the division and he is soliciting program ideas now. If you have a suggestion for a PF&R or Teaching panel, please contact Ryan or use this Online Form. Deadline for panel proposals is 5 p.m. (Central Time), Sept. 21. MED is especially interested in panels that will attract another AEJMC division or interest group as a co-sponsor. We'll spare you the details of chips and half-chips but MED can roughly expect four to program six to eight PF&R and/or Teaching sessions, along with four Research (paper) sessions and one poster session.

The online system eliminates the crazy chip auction of years past but it does require negotiating early and

some compromises to get panels on the program. Watch this newsletter for more information.

For next year, we're already committed to co-sponsoring another Hot Topics panel with the Small Programs Interest Group as we have in the past. Jack Breslin will coordinate this program for MED.

We'll have our regular Business meeting and we'll again plan an off-site social during the Minneapolis convention. There has been much discussion among members and officer about bringing back a pre-conference session. It's been difficult to get people to plan these since Bill Babcock and Ginny Whitehouse "retired" from organizing them. In addition, these can be costly unless we have a co-sponsoring division of interest group. If you have thoughts about a pre-con, or you want to organize one for Minneapolis, please email me at jleach1@kent.edu.

LOOKING AHEAD

Jenn outlined several goals for MED in her annual report this year. Among them are increasing our social media presence, harnessing graduate student interest, grooming members for leadership positions, communicating across multiple platforms including the GoogleGroup and email, and seeking more diversity in programming by cosponsoring a panel with a group such as the Commission on the

Status of Women, Commission on the Status of Minorities or the LGBT Interest Group.

In addition to Jenn's worthy and achievable goals, I want to remind members that we need to maintain a minimum of about 40 paper submissions per year. Please watch for our paper call and forward it to your colleagues and grad students encouraging them to participate.

Here are some ideas for MED for 2015-16, with apologies to other divisions who are already doing some of these. Let me know what you think or if you want to help.

- Establish a new Teaching Excellence Award (see above.)
- Create a Best Practices for Teaching CD, pamphlet, booklet or poster to distribute to all members and via the teaching resources website. This could include syllabi, activities, lesson plans, case studies and more.
- Do more shameless self-promotion of our division (similar to what the PR division) did this year to increase our visibility within AEJMC.
- Invite authors of all accepted papers to join our division.
- Solicit a "swag bag" for members who attend the Minneapolis convention similar to what the MCAS Division did in San Francisco.

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A BRIEF INTRODUCTION

Kristen Bialik, MED Graduate Student Co-Representative

First and foremost, I would like to thank the Media Ethics Division of AEJMC for giving me the opportunity to serve as one of the graduate student representatives for the upcoming academic year. I am excited to contribute in some small way to the work of the Media Ethics Division and its scholars.

I am a second year master's student in the School of Journalism and Mass Communication at the University of Wisconsin-Madison. A Midwest native, I hold B.A. degrees in English Language and Literature and Communication Studies from the University of Michigan-Ann Arbor.

Before starting my master's program, I worked in public relations and later, in education. I taught English for two years in South Korea on a Fulbright scholarship, while doing freelance writing and internships at various foreign-language newspapers, digital outlets and advertising agencies in Korea. An internship at a digital news platform dedicated to covering news from inside North Korea got me interested in media ethics, especially as media repre-

sentation of North Korean nuclear provocations and refugees varied in outlets around the world.

My primary research interests involve exploring media ethics issues in news coverage and framing of international issues. Yet studying media ethics from a variety of angles has taken my research in unexpected directions, from the ethics of representation in social protest movements to the ethics of user-interface design in online news. My research presentation at AEJMC focused on ethical considerations in the design and development of an online commenting platform by major news organizations, looking in particular at considerations for a digital public sphere and Value Sensitive Design.

In each case, my graduate studies have reinforced the idea that media ethics issues are multi-faceted and omnipresent. I look forward to encouraging other graduate students to engage in this field that helps us ask questions every day and participate in the wealth of work being done and to be done in media ethics. I also look forward to working with and learning from everyone in the Media Ethics Division team.

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TEACHING ABOUT LOYALTY & VALUES

John W. Williams, JD, Teaching Chair

The semester started within a fortnight of AEJMC in San Francisco—departmental planning meetings, faculty workshops, and new-student orientation, advising, meeting parents, socializing with deans, and nailing down the syllabi. It's only been two weeks of classes, but I've been trying out my own suggestions.

Introducing Material

I use the George Clooney movie, *Michael Clayton* (2007), to introduce my media ethics and law students (we've a very small school and feel compelled to combine the two topics in one course, which we require of all mass comm. majors) to several topics. The movie, billed as "a legal thriller," does not touch on mass communication per se, though the theme of corporate responsibility as presented through advertising and public relations is central. The movie introduces legal language and topics—corporate law, civil trials, product liability, class action lawsuits, etc. More central, however, is the protagonist's ethical development. I use the film to introduce two of the topics found in many of our media ethics textbooks—loyalty and values.

In preparation for watching the movie and taking notes—with subsequent homework specified before starting the movie—the students read the relevant chapters. For the values topic, I ask the students to record Michael Clayton's values. Many students, even after prior reading, feel unsure about "values." So, an initial discussion is useful. With popcorn-like questions ("pop, pop, pop," around the classroom), I ask for examples. Loyalty is always the first value stated, because of the other chapter related to the film. I guide the students with "atta-boy" responses for examples that catch the spirit and guide other answers with "how about rephrasing that concept as..." I accept specific values (students suggest honesty, integrity, compassion, justice) and well as things of value (family, friends, money, wealth).

The students are frustrated with the assignment when the film ends. The students have just watched a character change his value-set over two hours of story line (which takes place over four plotline days). To keep the class coherent, I suggest we use the values that the protagonist has at the end of the story. This momentary frustration among the students is an opportunity to rein-

force the nature of moral change and growth (presumably, it is growth). And, we discuss how events, people and circumstances can influence our moral center.

At the next class, I have the students compile their lists and generate a word cloud. I assign a student to collect, via email or some other sharing process, all the lists and put them into a Word document. This can be done through GoogleDocs and other platforms. I have attached the word cloud generated from last week's class. It forms the basis of the discussion on the chapter on values, including the recognition that many of these "good" values come into conflict (loyalty versus honesty, for example).

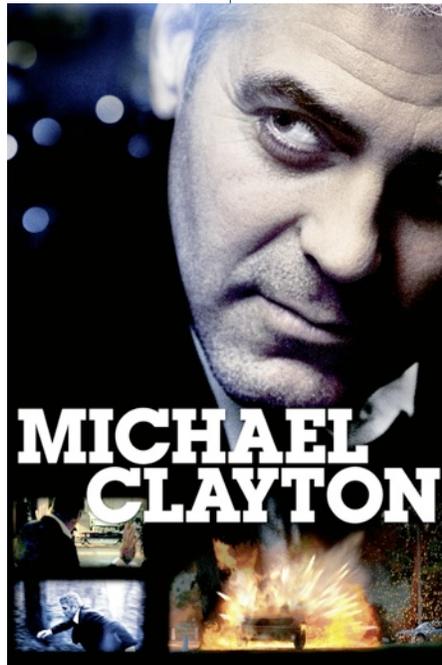
During the same film, and after reading the chapter on loyalty (or loyalties), I ask the students to map the complex web of Michael Clayton's loyalties. I have two simple criteria—include at least a dozen subjects of the protagonist's loyalties and map (or chart) the loyalties in such a way that we can get a sense of the relative intensity or relationship between Clayton and the subject of

his loyalty. This can be done electronically, which I have submitted to a different student to compile into a presentation (such as power point slides). Or, I collect "hard copy" drawings and charts, which I have the students post around the classroom. Two things are important for teaching—the act of reflection through creating the chart or network, and the act of comparison, by viewing their peers' work.

The subsequent discussion pulls out a variety of observations. Several students noted that Clayton put loyalty to himself as most central. These students grouped into competing categories—Clayton's self-interest or self-preservation (say, before caring for family members) versus Clayton's commitment to a set of personal values (such as his new-found commitment to justice or revenge—it depends

on how one views the ending—versus loyalty to clients, as required by the legal code of ethics). Most of the students identified specific people—family, friends, mentor—or identifiable groups—family, law firm. A few students, thinking abstractly, spoke about clients, "the law," or the legal process. Chapters on loyalty in our textbooks speak of readers, shareholders, and the profession of journalism. This exercise pulls out these themes through use of different techniques—particularly the visual process of mapping the loyalties.

I give homework credit for the list of values and a homework grade for the loyalty map. These assignments



get the students thinking about ethical issues the first week of the class. After the last discussion, I invited students to suggest possible movies to show. They bombard me with suggestions. This short conversation, done this year as students were packing up to leave, builds the connection between the students and instructor, and engages the students with applying the material to new contexts.

Student Learning Styles

Over the decades we've come to realize that students have different styles of learning. I'm putting aside the debate of how to respond—some argue that we should mix up our teaching techniques to embrace the diversity to student learning styles, some argue there is not such diversity, and some argue that we should not coddle students (which does disservice to those going into the job market). Instead, let me suggest a simple technique to tease out the differences and how to respond to students.

Imagine that you've received that "thing" you've always wanted for Christmas, particularly after seeing your best friend has one. The problem, however, is that the "thing" requires assembly. Do you: 1. Read the instructions and assemble the thing; 2. Plow ahead (without consulting the instructions), trying to use your experience, common sense and trial & error; 3. Call your friend (parent, sibling, etc.) and have them give you instructions over the phone; or 4. Call your friend, parent, sibling, etc., and have them come over and show you how to do it. As a break in classroom activity (and separating students from their technology for a moment), I have the students gather in their "first choice" corner—do you learn by

reading, do you learn by doing, do you learn by listening, or do you learn by watching.

Of course, the students push back by asserting they learn by several different ways. And, as happened last week, the gender division between reading (the map!) and doing (driving by instinct) was dramatic and caused laughter. It was the rare student who stood alone in the "listening" corner, which might be an admonition on lecturing, or the "watching" corner, perhaps an admonition on power point presentations. What strikes me each year is the predominant numbers who gather in the "reading" corner. This gives me permission to address homework: "You are telling me that your primary preferred way of learning is by reading. This is why you must do the reading. I can't tell you; I can't show you; we don't have enough time to "do learning." You have the obligation to do the reading."

Ethics in Book Buying

Our college no longer has a bookstore, though we still have a student store for convenience items and institutional paraphernalia. But, we are no longer in the business of obtaining and selling textbooks (or repurchasing them after the term). We have bowed to Amazon and the Internet. After a couple of years of bumpy transition, our newest generation of students is unfazed by the absence of a brick and mortar bookstore. The librarians report that inter-library loan requests have sky-rocketed and the student mail service is recycling hundreds of cardboard boxes.

Continued on page 7



Word Cloud: Values of Michael Clayton, MLE Fall 2015

It's the other innovations that are raising questions. Have we and the students figured out that many textbooks have domestic and international editions? The only differences (at least according to colleagues in other disciplines) are the ISBN number and the price, with international editions priced substantially less. What are we advising and what are students purchasing? I haven't investigated media texts—this might be a phenomenon for the natural sciences and economics.

I have found greater sharing of textbook, but I have not bowed to the excuse, "I couldn't do the reading because my partner still has the book." I am seeing the sharing texts by duplicating chapters on the copying machine. Version 0.2, as reported by a colleague, involves students photographing the pages of a peer's textbook with their smart phones. I shouldn't be surprised, because I have students record my chalk and blackboard notes, whiteboard scrawls, and power points slides with their smart phones and iPads.

Finally, another colleague reported to a pre-term workshop that a certain textbook in their field had been photographed and uploaded as a PDF. The students had found the link and had downloaded the PDF to their technology. The professor discovered this when she realized the students were reading and responding to the material, but no one had a hardcopy text or subscribed to an on-line version. The PDF had been generated somewhere else in the country and students are learning to search for book-buying alternative like this. One enterprising student found the link and sent it to the other students.

While I haven't found my students being as "creative" with my media and law textbooks, I am looking forward to the week we grapple with the ethics and laws of intellectual property.

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While many students asked, "Is it really ethical to be showing the murder of two innocent people all over the Internet?" another asked a more pointed question:

"Why did we have such a big problem showing the two journalists who live on camera getting shot, but the deaths of Walter Scott and Eric Gardner at the hands of police were shown constantly on TV and the web."



TO SHOW OR NOT TO SHOW

Nicole Kraft, PF & R Chair

The shooting of WDBJ-TV's Alison Parker and Adam Ward came just as we were starting the fall 2015 semester of Media Law and Ethics at The Ohio State University. While we all sought to process the tragedy, we also began to analyze the ethical decisions made in newsrooms across America—namely whether to air the video of the shooting, which had been captured by the news crew—and the shooter.

My student proposed the issue was racial: The tragedy of two black men could be exploited, but a pair of white journalists deserved more dignity. A racial flame was clearly ignited with the death of Michael Brown in Ferguson and fanned with every other fatal encounter between a black youth and police in towns across America.

But as much as the issue is about race, it is also about civil and civic rights, about absolute power corrupting absolutely, and the fear that government is overrunning its citizens. And that is where I see a vast difference in the broadcast circumstances.

The video of Eric Gardner was shot by a bystander, who narrated the injustice he was watching, as Gardner

get wrestled to the ground by police and gasps, “I can’t breathe.

“All he did was break up a fight,” the bystander says. “This is what he gets for breaking up a fight.”

There are two views of the circumstances surrounding Walter Scott’s death—one the dash camera of the police cruiser as he is stopped and another recorded by a bystander as Scott runs from Officer Michael Slager and is shot five times in the back.

The people who recorded these videos were chronicling injustice with the goal of exposing it, though it’s likely neither had any idea the ramification of the actions they had recorded.

The view of police officers choking a citizen to unconsciousness, or shooting an unarmed man in the back, is horrifying in no small part because it shows government attacking members of its own society. Without these videos, it would be hard to even imagine such actions occur in a civilized nation.

The broadcasting of these videos is, to a degree, what was intended by the First Amendment—to expose government’s actions to the public, to shine light on how the

government does its business, and to allow the people to question and confront that government when it has done wrong.

Compare that to Vester Lee Flanagan, nee Bryce Williams. When his simmering hatred boiled over he ensured there would be a displayable record of his actions by shooting his former co-workers while they were on the air, and also filmed the act himself and released it in social media. This is not exposing governmental abuse. This is putting a spotlight on lunacy.

Whether or not the media should to show the public graphic images will rage as a debate as long as we have media. Some argue the public must see to believe, while others claim we are desensitizing the masses by exposing such horrors.

What I hope we can agree is that visual tools like video and photos sometimes bring to life stories in a way print cannot, and only by feeling so viscerally can we hope change might come.

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EARLY CALL FOR AEJMC REVIEWERS

Chad Painter, Research Chair, Media Ethics Division, AEJMC

You would be correct in thinking that the 2016 AEJMC conference is still almost 11 months away. However, I have been encouraged by AEJMC, as the research paper competition chair for the Media Ethics Division, to begin compiling a list of potential reviewers.

Do you think you would be interested in receiving papers for review in April? Deadline for submissions is April 1 for the general faculty call, the student research/Burnett Award call, and the special call. The deadline for reviews is April 30. We had 73 reviewers in 2015, but, obviously, the more reviewers who volunteer, the fewer papers any one person would need to review.

If you would be interested in reviewing, please let me know by email. (My address is Chad.Painter@enmu.edu.) In your email, please answer two short questions:

- 1) What topic areas do you feel most comfortable reviewing?
- 2) What methodologies do you feel most comfortable reviewing?

Your service to the division is greatly appreciated. I will follow-up (i.e. begin bugging you) with emails soon.



ETHICS WORKSHOP PREVIEW

Jan Leach, Chair, Media Ethics Division, AEJMC

You're invited to attend or watch the live stream of the 11th annual Poynter KSU Media Ethics Workshop on Sept. 17, 2015. This year's program, "Enduring Trauma?", focuses on the ethics of covering trauma.

Long-time MED member Ginny Whitehouse will be a moderator and a presenter at this Workshop. She will facilitate a discussion on the ethics of reporting campus sexual violence and she also will speak about privacy and social media trends in covering trauma.

Among other features of this year's Workshop include a keynote address by Dr. Frank Ochberg, a founder of the Dart Center for Journalism & Trauma and, arguably, the nation's leading expert on trauma reporting; a best practices presentation for public relations professionals who deal with journalists during a traumatic breaking news

event, and a discussion about trauma reporting from a victim and the reporter who covered her story.

The event website has information on speakers, program and registration. On the day of the event, the website streams the show live, and afterward the website becomes a permanent archives for education and research.

For more information of if you have questions, please email Jan Leach at jleach1@kent.edu or phone her at 330-672-4289.

Archives for previous Poynter KSU Media Ethics Workshops are:

- Whose Rules? – 2008 – 2008 workshop
- What Values? – 2009 – website unavailable
- Next Ethics? – 2010 – 2010 workshop
- Foul Play? - 2011 -- 2011 workshop
- Dirty Politics? – 2012 – 2012 workshop
- That's Entertainment? – 2013 – 2013 workshop
- Data Minefields? – 2014 - 2014 workshop

MED AWARDS: 2015 AEJMC CONFERENCE

Ryan Thomas, Vice-Head/Programming Chair

The winners of Media Ethics Division awards distributed at the 2015 AEJMC conference were:

Top Faculty Paper

Patrick Lee Plaisance, Colorado State University
"Media Ethics Theorizing, Reoriented: A Shift in Focus for Individual-Level Analyses"

Top Graduate Student Paper (Carol Burnett Award Winner)

Christina Childs DeWalt, University of Oklahoma
"Moderating Marius: Ethical Language & Representation of Animal Advocacy in Mass Media Coverage of the Copenhagen Zoo Saga"

Second Place Graduate Student Paper (Carol Burnett Award Runner-Up)

Yayu Feng, Ohio University

"Analysis of Moral Argumentation in Newspaper Editorial Contents with Kohlberg's Moral Development Model"

Winner, Special Call for "New Horizons in Media Ethics"

Murray Meetze, University of Colorado-Boulder
"The Ethical Implications of Participatory Culture in a New Media Environment: A Critical Case Study of Veronica Mars"

Winner, Professional Relevance Award

Joy Jenkins, University of Missouri
Edson Tandoc, Nanyang Technological University
"Journalism Under Attack: The Charlie Hebdo Covers & Reconsiderations of Journalistic Norms"

Special Award for Outstanding Service and Dedication to the Media Ethics Division

Virginia Whitehouse, Eastern Kentucky University

Congratulations to all our award winners!

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

