

## LETTER FROM THE EDITOR

BY LOK R. POKHREL, NEWSLETTER EDITOR



Apart from regular business updates of the division, the current issue of MED is slightly different from the previous

ones as it updates with few announcements regarding some of the exciting new trends in the scope of teaching ethics. We had a number of exciting updates in our spring newsletter, and this time also I am happy to update you with fewer but really exciting news.

As mentioned above, one of the most important parts of this current issue of the newsletter would be to update our members with the schedule of program and presentations of 2016 AEJMC Conference in Minneapolis. In this issue we have updates on our division's refereed paper schedule for the 2016 AEJMC conference, as outlined by Chad Painter.

This issue also presents an update from Tom Cooper of Emerson College about how ethics is taught in leading English-speaking universities (including Stanford, Berkeley, UCLA, Australian National University, etc.) in the Pacific region. This new study was conducted by Dr. Tom Cooper (Emerson College) while he was a guest scholar at the East-West Center, Stanford, University of Hawaii, and Berkeley. The study provides an overview of how ethicists teach, improve their instruction over time, address ethical issues within their own teaching practices, and learn from others.

We have an interesting discussion column by our division's PF & R Chair Nicole Craft on the First Amendment and government scrutiny on the recordings of public events.

Finally, I would like to thank you everyone for your contribution in these busy times and look forward to receiving more updates and columns for our upcoming issue.

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# MED CONFERENCE PAPERS IN MINNEAPOLIS

By CHAD PAINTER, RESEARCH CHAIR



Below is the Media Ethics Division's refereed paper schedule for the 2016 AEJMC conference in Minneapolis. I would like to extend my congratulations again to all of the authors of accepted papers. I also would like to extend a hearty thanks to everyone who reviewed papers, as well as those who agreed to serve as moderators or discussants. Our division has a very interesting, diverse, and thought-provoking lineup, and I hope to see all of you at these sessions.

## **8:15-9:45 a.m. Thursday, August 4**

Applied ethics in the field: Three cases in Iran, Britain, and the United States

*Nazila Fathi's 2009 Expulsion from Iran: The Ethical Implications of Partnering with "Local" Journalists in Foreign Correspondence*

Lindsay Palmer, University of Wisconsin

*The Royal Family, the British Press, and a Hoax: Evaluating Journalistic Responses*

Teri Finneman, South Dakota State University

Ryan Thomas, University of Missouri-Columbia

*Dueling Ethics Scandals: Rolling Stone, Brian Williams, and a Damaged Paradigm*

Raymond McCaffrey, University of Arkansas

Chad Painter, University of Dayton (moderator)

John Williams, Principia College (discussant)

## **11:45 a.m.-1:15 p.m. Friday, August 5**

Ethics in Strategic Communication and Law

*Analyzing the Intersection of Transparency, Issues Management and Ethics: The Case of Big Soda*

Kati Berg, Marquette University

Sarah Feldner, Marquette University

\*TOP FACULTY PAPER\*

*Moral Exemplars in Advertising: A Rhetorical Criticism of WPP Websites*

Erin Schauster, University of Colorado-Boulder

Margaret Duffy, Missouri School of Journalism

*On the Unfortunate Divide Between Media Ethics and Media Law*  
Theodore L. Glasser, Stanford University  
Morgan Weiland, Stanford University

Kathleen Culver, University of Wisconsin (moderator)  
Lee Wilkins, Wayne State University (discussant)

### **1:30-3 p.m. Friday, August 5**

Exploring Ethics in Framing, Gatekeeping, and Bias

*Framing Ferguson: Duty-Based Ethical Discourse in the Editorial Pages of the St. Louis Post-Dispatch*  
Christina DeWalt, University of Oklahoma  
\*TOP STUDENT PAPER\*

*Information policy as a force at the gate*  
Matt Bird-Meyer, University of Missouri

*Bias against bias: How Fox News covered Pope Francis' climate change stance*  
Edson Tandoc, Nanyang Technological University  
Bruno Takahaski, Michigan State University  
Ryan Thomas, University of Missouri-Columbia

Erin Schauster, University of Colorado-Boulder (moderator)  
Wendy Wyatt, University of St. Thomas (discussant)

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## THE FIRST AMENDMENT & GOVERNMENT SCRUTINY ON RECORDING OF A PUBLIC EVENT

BY **STEPHANIE KRAFT** PF & R CHAIR

The assignment seemed simple enough.

Sen. Rob Portman (R-Ohio) was speaking at the Moritz College of Law on Ohio State's campus, as part of the new "Congressional Conversations" series with the John Glenn College of Public Affairs.

*The Lantern*, Ohio State's student newspaper, sent a reporter to cover his remarks since he is a) a U.S. senator b) speaking as part of a public new forum c) running for re-election.

Boy, was reporter Leah McClure surprised when she was [asked to leave](#).

"I asked (chief communications officer for the Moritz College of Law Barbara Peck) if I would be allowed to cover the event for *The Lantern*, and she said that she was pretty sure that would be fine but that she would have to double-check with Rob Portman's team," McClure recalled for *The Lantern*. "About 15 minutes later, another person who works for Moritz College of Law came in and asked me to leave."



Senator Rob Portman speaks to students at the US Bank Conference Theater at the Ohio Union on September 1, 2015.  
Credit: Joely Friedman /Lantern Reporter

Peck later told *The Lantern* the event actually was not open to the media, although it was to the public (with RSVP), and the Portman campaign did not want media there.

That Portman was on campus for the first of two [Congressional Conversations](#) events makes the action ironic. It was almost farcical that the series was focusing on improving “legislative process and American governance, public policy, and public service,” according to the OSU Democracy Studies website.

Kicking out the press always goes a long way toward improving understanding and engagement in government.

The First Amendment implications of a government official denying public recording of a public event is clear enough, but the fact this occurred amid the learning laboratory that is Ohio State makes it all the more incomprehensible.

It was truthfully not the best week for the First Amendment in Buckeye land.

McClure's incident came just hours after university officials, faced with a [student sit-in](#) at Ohio State President Michael Drake's office over complaints including university privatization, took the only logical step in supporting open thought and dialogue: They threatened students with arrest and then expulsion if they did not vacate by 5 a.m. ([See video here](#))

Now, I teach Media Law, so I know the First Amendment starts with “Congress shall make no law...” and

Ohio is a long way from the halls of Congress (for which I am grateful everyday after my experience in politics).

But the spirit of the words that follow the first item in our Bill of Rights permeates the fabric of this country and makes it stand out among countless other republics, especially in our modern climate (I'm looking at you, Donald Trump).

Let's review what we must not abridge here in the great U.S. of A:

1. Establishment of religion, or prohibiting the free exercise thereof;
2. Freedom of speech...
3. Or of the press;
4. The right of the people peaceably to assemble, and;
5. To petition the government for a redress of grievances.

Assembly and petition have brought change to this nation since its inception 200-plus years ago. Considering how apathetic many people fear college students to be, should we not nurture discourse that will shape future leaders, instead of squelching it?

The media is still the Fourth Estate (or Fifth, depending on your journalistic view), and that role is intended to check and balance government, even when it winds its way to a university forum.

And that doesn't mean stifling the media when it seems inconvenient, but embracing it for personal gain.

Did I mention Portman's campaign tweeted from the Ohio State event?

The First Amendment implications of a government official denying public recording of a public event is clear.



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## NEW STUDY ABOUT TEACHING ETHICS RELEASED

BY TOM COOPER, EMERSON COLLEGE

A new study about how ethics is taught in leading English-speaking universities (including Stanford, Berkeley, UCLA, Australian National University, etc.) in the Pacific region has just been completed by Dr. Tom Cooper (Emerson College) while he was guest scholar at the East-West Center, Stanford, University of Hawaii, and Berkeley.

The 2015-16 study is a companion study to the 2008 study published in *Teaching Ethics* (full) and *Ethical Space* (abridged) about how ethics is taught at leading Atlantic region universities including Harvard, Oxford, Yale, Cambridge, Princeton, University of Edinburgh, etc., where Cooper was also a visiting scholar.

The combined findings of both studies provide an overview of how 80 ethicists, 40 from each region, teach, improve their instruction over time, address ethical issues within their own teaching practices, learn from others (including students, peers, mentors, workshop leaders, etc.) and much more. An inventory of their creative teaching innovations is provided with each study. Resources, data, methods, selection criteria, participants, syllabi, recorded teaching samples, and more are also included.

The findings of the two studies are compared and also aggregated with analysis and recommendations. Findings from the recent (2015-6) Pacific region study include:

1. Participant use of short papers, classroom discussion, the teaching of applied ethics, bringing new ideas from the field into the classroom, discussing “hot” issues (e.g. hate speech, racism, genetic manipulation,

- sexual morals, etc.) are all trending upward since the 2008 study.

2. A strict adherence to canonical (e.g. Aristotle, Kant, Mill, Rawls, etc.) texts, case studies, assigning self-authored texts, and formal debates are all trending slightly downward since 2008.

3. Participants think that both ethics students and teachers now face the same greatest obstacle within the educational process – a perceived lack of time.

4. Far more women and a somewhat more racially diverse faculty are increasingly prominent contributors to teaching ethics than in 2008.

5. Faculty remain divided about whether ethics teachers should be “neutral” referees in the classroom or should “take a stand” and reveal their “biases”.

6. Although faculty also remain divided about whether the ethics of “moral improvement” (i.e. “being a better person”) may be taught in schools, the majority now feel it should not or cannot be taught at the university level. One third disagree.

7. The most frequently mentioned reason ethics faculty now teach pertains to “service to society” rather than other reasons often reported such as enjoyment, passion for learning, fulfillment, love of students, etc.

8. There is currently a push back against PowerPoint type technologies by many ethics professors for

both philosophical and pedagogical reasons. The minority defending PowerPoint are fewer than in 2008.

9. More faculty are minimizing or banning the use of cellphones and laptops by students in their classrooms than in 2008.

10. More participants are taking teacher training workshops from CITL or CTL (Centers of Teaching and Learning) type university programs than in 2008 and most of those participating are finding these to be effective.

11. Over time newer faculty tend to move from a single (course content) to a dual (student-driven and personal research influenced) instructional emphasis as with the previous study.

As in 2008, most ethics faculty typically and Socratically consistently challenge students' assumptions, opinions, beliefs, and the status quo.

As in 2008 while students frequently find the mode of ethical and philosophical thinking challenging and unsettling to their desire for closure and moral simplicity, often they later find this approach to thinking rewarding and relevant.

As in 2008 graduate ethics courses tend to be 1) smaller 2) less formal and 3) more student-driven. Graduate pedagogies more frequently include 4) student presentations, 5) textbooks/articles written by the professor 6) allusions to the professor's research and 7) more expansive discussion supplanting the media projections, debates, cases, and lectures prominent within undergraduate classes.

Just as the Oxford/Cambridge traditional tutorial system provided a minor influence upon the overall 2008 study outcomes, even so the Confucian/Taoist Eastern tradition has a minor influence overall in the teaching of ethics in English-speaking institutions in the Pacific. However, primary curricula in both studies are similar.

While for some participants ethics is only subject matter or a mental process, for others it is also a potential means for both students and faculty to raise the bar in public discussion if not to bring pro-social change in civic moral decision-making.

Other findings for Part II (Pacific), together with details and data, and the comparative and aggregated findings, are embedded within the full report. Details about the forthcoming publication of the report and an on-line copy of the full report may be obtained from Professor Tom Cooper at [twcooper@comcast.net](mailto:twcooper@comcast.net).

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