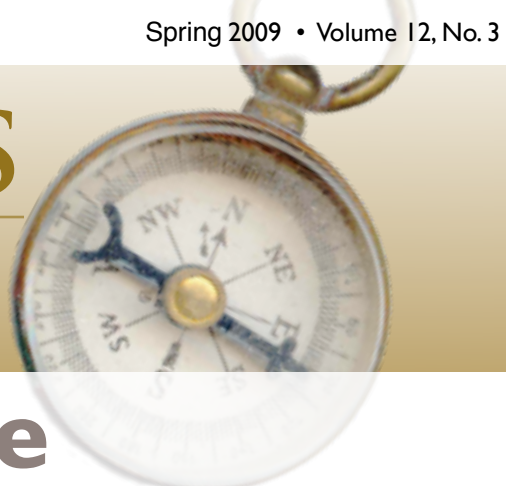


ETHICAL NEWS

Division Head Patrick Plaisance
 Vice head/Programming Chair Jack Breslin
 Newsletter Editor Bastiaan Vanacker
 Newsletter Layout & Design Tom Bivins



WHAT'S INSIDE?

(click to go to story)

How to win a chip auction 2

Palin comments puts spotlight on media ethics, University of Idaho 4

Best practices on objectivity and balance 5

University of Wisconsin establishes chair in Journalism Ethics 6

Announcements 7-8

- Visit the MED website at http://jcomm.uoregon.edu/~tbivins/aejmc_ethics/index.html
- Have an announcement or an article to share with MED members? Email the newsletter at tbivins@uoregon.edu

Teaching the ambiguity of ethics

Don Wycliff

When my now-grown older son was about 3 years old, I took him to see the circus at Madison Square Garden in New York City. Eager father that I was, I was certain that this was going to be one of many father-son moments that we both would treasure forever.

Well, at least he enjoyed the cotton candy.

It didn't occur to me until after that expensive outing and Matthew's cold reaction that many of the circus acts—a dog trained to walk on its hind legs, a performer balancing himself above some terrible danger—involved skills and activities that could be enjoyed only by someone who could appreciate the subtlety involved in their mastery. Matt just wasn't old enough, he hadn't had enough experience of the world to appreciate the subtle skills required to do some of these acts.

I sometimes think I'm facing something comparable as I attempt to teach journalism ethics to 32 Loyola University Chicago sophomores, juniors and seniors. They're great kids with good minds, and incredibly earnest about their studies. But unless you count being 19, 20 or 21 as a moral shortcoming, it's not their fault that they don't yet have the life experience necessary to fully

appreciate how excruciating making ethical decisions can be.

Nevertheless, the effort—mine as teacher and theirs as students—is not wasted. Far from it. I suspect I'm not the only old-timer who, in the 20 years or so following my college graduation, found myself in situations where a light bulb suddenly went on and I thought, "Ah, that's what Professor Whoever was talking about back in that literature class."

Sometimes the learning takes longer than a semester.

I came to Loyola this academic year after having spent 35 years in the newspaper business, followed by an unhappy two years as an administrator at my alma mater, the University of Notre Dame. The last five years of my newspaper career I spent as public editor of the Chicago Tribune, and one of my responsibilities was to serve as a kind of "ethics coach" for the staff.

But that wasn't the whole of the ethics portfolio. One of the most edifying experiences of my newspaper career occurred in my last year, when my boss, former Tribune editor Ann Marie Lipinski, asked me and our standards editor Margaret Holt to put together a series of meetings with staff members in groups of about 25 to talk about ethics. These conversations were wonderfully candid and I came away from the experience feeling proud to be

associated with such smart, talented and decent colleagues.

Ann Marie would end each meeting the same way: "We have pretty solid guidelines in our departmental and corporate ethics policies," she would say, "but for some situations there could be no firm, hard-and-fast guidelines. I will not be upset with you if you make a decision that turns out badly, but I will be upset if I find that you didn't bother to talk about it with someone in the newsroom. The conversation's the thing."

I brought that message with me to Loyola. In my syllabus and in more than one class session since the start of the semester, I have reminded the students: The conversation's the thing. The best way to clarify choices and understand the stakes involved is to talk out loud about it. And to their credit, most of them participate eagerly in class discussions.

I use two devices beyond lectures to try to foster ethical discernment in my students. One, borrowed from several of my colleagues in the Loyola School of Communication, is to break the class into groups of four, each of which must prepare and present a case chosen from our textbook (*Media Ethics: Issues and Cases* by Philip Patterson and Lee Wilkins).

(continued on page 2)

The conversation's the thing. The best way to clarify choices and understand the stakes involved is to talk out loud about it.

This has been a challenge. The first two groups, with no model to follow, gave presentations that were at best adequate. Today (2/12/09), however, the third group, having gone to school on the first two, hit one out of the park. Using a case based on photos taken by a Boston Herald photographer of a woman and a small child falling from a fire escape, this group took control of the class, defined the ethical issue and the various values and loyalties involved and sparked a discussion that was a thing of beauty. (Now I have to find a way to allow the first two groups, who didn't have the benefit of any example, to recover.)

My other device is something I call an ethics diary. Each

student must identify from the front pages of the New York Times five stories per week that involve issues of ethics. That is, they must identify on average one story per day wherein an actor faces a choice about an issue of moral consequence, the kind of issue that requires the decider to justify his decision, if only to himself.


The students turn these diaries in every second week and I read and grade them. We have had to do some fine-tuning of this requirement, because my original demand—that they identify every story involving an ethical issue from the Times' front page—proved too onerous for them to complete and for me to read in any reasonable amount of time. But the ethics diaries have

enabled me to identify where the students are having problems in discernment, and that is crucial.

What has struck me most is that, unlike working professionals, who have experienced ambivalence and ambiguity and understand that the world is not divided between white hats and black hats, many of my students tend to think in those absolute terms.

I keep reminding them of what Wilkins and Lee say early on in their book, "Ethics is less about the conflict between right and wrong than it is about the conflict between equally compelling (or equally unattractive) values and the choices that must be made between them."

Sometime—maybe not this semester or even during their college years, most of these students will, I hope, have their own lightbulb moments and say, "Ah! So that's what Wycliff was talking about back in my ethics class!"

Don Wycliff is Distinguished Professional in Residence at the School of Communication, Loyola University Chicago. He served as public editor of the Chicago Tribune from 2000-2006. His 35-year newspaper career also included stints at the New York Times, the Chicago Sun-Times, the Dallas Times-Herald, and the Chicago Daily News. 

How to win a chip auction

By Jack Breslin
Vice Head/Program Chair

You have been pitching your "dream panel" ideas every year, but each time you get a polite rejection email from the program chair. A super idea, the chair sympathizes, but there were no willing co-sponsors. And when you attend the AEJMC convention, you question how some panels were even proposed, much less got two divisions or interest groups to sponsor them.

Two conventions down the road, you open the program and there is your panel idea with someone else moderating/discussing/presenting. Slapping the book closed, you wonder how that proposer succeeded—connections, seniority, reputation, networking or just plain luck?

Before joining the MED leadership, my panel proposal batting average was at minor league level with only three of a dozen ideas accepted. So I understand the feeling of frustration when your panel gets rejected.

As has happened to many potential AEJMC panel organizers, both rookies and veterans, your perfect panel idea fell victim to the infamous "chip auction," where a

group of sleepy academics hammer out the entire convention schedule grid in four hours or less. It's where some great panels are born and many more never happen. Understanding the inner working of this mysterious process will increase your chances of pitching your future panel ideas successfully.

It's called the "chip auction" because each recognized division gets seven "chips" for programming panels and research sessions; interest groups and others get fewer. Each chip means one hour-and-a-half session.

To maximize programming/research opportunities, the programming chairs must budget those chips carefully, e.g. two chips reserved for four research panels. The remaining chips must be split into halves or co-sponsorships lest the division have only four solely sponsored panels instead of eight sessions. According to the "chip reduction rotation," every three years a division loses a chip. This was our year, so MED only had six chips.

Planning time

Getting that perfect panel accepted starts at the previous convention. You check out what papers and panels various divisions

feature. Seeking possible panelists, especially new faces with innovative ideas, will enhance your proposal rather than listing the usual suspects who appear every year.

Looking at convention programs reveals what topics have been overdone or neglected. You also might find a pattern (or lack thereof) in the kind of ideas that attract certain divisions and interest groups.

Ask the program chair for samples of successful panel proposals. Your proposal should be as complete as possible—catchy title, strong panelists, compelling description. The crucial ingredient, however, is not the panel content or talking heads, but possible co-sponsoring divisions or interest groups.

Get your panel proposals to the division/interest group program chairs by early October, so you can make any suggested changes. They must get the proposals to AEJMC by November first.

Bargaining time

The real bargaining starts a month before the actual convention scheduling session. As soon as the AEJMC site opens the panel link, the "organized" program chair (probably tenured with a two-class load) looks

through more than 200 proposals being floated by 17 divisions, nine interest groups and three other parties. Some large divisions list up to 20 proposals, while smaller interest groups might have six ideas.

In surveying possible co-sponsors for the division's ideas (MED listed ten out of fifteen submitted), the program chair also hunts for media ethics-related panels we can co-sponsor. Meanwhile, other chairs solicit our co-sponsorship for their panels. We co-sponsor their panel; they co-sponsor ours; and each uses only a half chip.

I was amazed to see how many groups listed MED as a possible co-sponsor for ideas that only remotely related to media ethics. As a former MED program chair commented: "Everyone wants to be seen as having a concern for the ethical dimensions of their fields or work, so a lot of folks want a piece of us." Other chairs contacted me with some solid ideas and welcomed our suggestions.

Emails start flying, "We would be interested in co-sponsoring 198, if you'll co-sponsor 40." Reply: "Deal. See you in Louisville."

Most panel deals get nailed down in the weeks before the auction. Those who wait until the actual meeting for co-sponsors will be left on the frigid sidewalk outside the hotel.

Chip time

The annual "chip auction" or grid planning session unfolds at the midwinter meeting the first weekend of December -- this year in chilly Louisville. While the AEJMC board and other committees met in other rooms, the Council of Divisions (heads, vice heads and interested parties) gathered for a business meeting on Friday evening. Some procrastinating chairs were still passing around paper copies of last-minute panel proposals desperate for co-sponsors.

With a full uncommitted chip left, we dined with MED's favorite co-sponsors, the Law Division, to make our own final deal. But with only a half-chip left, they couldn't co-sponsor any of our panels, so we committed a half-chip to them and kept our last half-chip for dessert.

For two hours beside a sumptuous, calorie-loaded dessert buffet, the chairs strolled around the room confirming or making deals. They also agreed on suitable days and times, and who would "call" the panel tomorrow morning.

Most of our deals were confirmed, but a few dropped (miscounted chips), so Patrick Plaisance, our Division Head, helped me lure co-sponsors to our orphaned panels. Within an hour, our planning sheet was full and all chips committed. We were willing to commit a whole chip to our "Legacy of Cliff Christians" panel, if we could not find a co-sponsor, but we did.

At 7:30 a.m., Saturday, the breakfast buffet opened, and at 8 a.m., Council of Divisions Chair Kim Bissell called the planning session to order. The program chairs were seated at tables shaped in a large square. Heads and others sat behind (like aides at a Congressional hearing).

On the carpet in the middle was a small silver bucket, resembling a spittoon. The program chairs nervously fiddled with their real poker chips. As they (or their co-sponsor) called a session, they tossed a chip toward the bucket. A few chips magically landed in the bucket (Patrick got one in last year), but most rolled harmlessly on the carpet.

Chips committed, the chairs now jockeyed for the days and times when their research sessions and panels would draw the best audience. For the next three hours, according to order selected by lot, the program chairs called out their desired day, time, panel and co-sponsor until all four convention days were filled. We got our most desired time slots for our pre-convention teaching workshop, four refereed research sessions, six panels and mini-plenary and business meeting. We also avoided Saturday sessions and we didn't

have any uncommitted chips left over, as three chairs did.

With a relieved round of applause, the chairs and friends departed for the airport or elsewhere (e.g. the Louisville Slugger bat museum or U of Louisville basketball, as I did). Once back in their offices, the chairs would notify those whose proposals found co-sponsors, and console those whose panels were left orphaned. They would nudge the creators to finish their panel planning, since program copy must arrive at AEJMC by March 15.

While all this might sound like a confusing pain, once you "get the hang of it" (as one veteran said), you realize how much you help develop a program that thousands of professors will share with thousands of students who later communicate with millions of people. Back at my first convention in '98 at Baltimore, I never imagined that I would someday have this privilege.

Last year in St. Louis when the auction was done, a chair's young daughter arrived looking for her exhausted father in the crowded banquet room.

"Why are all those poker chips out in the middle of the floor?" the bewildered child asked, staring at some 200 chips scattered inside the square of tables.

"The people, ah, toss them out there," he shrugged.

"Why do they do that?" she persisted. Her father didn't even try to explain.

But now you know. ☞



Palin comments puts spotlight on media ethics, University of Idaho

Chris Roberts
Professional Freedom
& Responsibility Chair

The folks on Jeopardy would have trouble finding enough answers to fill the board if the category were “Famous Media Ethicists.” With apologies to Jay and Cliff and Lee and John and everybody who has published a tome on the topic, there’s just one answer on the board to this question:

Who is Sarah Palin?

Among other things, the former vice-presidential candidate is a journalism graduate. The last stop on her five-school undergraduate career was the University of Idaho, where she spent five semesters before graduating in 1987.

Kenton Bird, director of the university’s School of Journalism and Mass Media, says he’s just now getting over the blizzard of calls and out-of-town reporters who parachuted last year into Moscow, Idaho. How he dealt with questions about the school’s most famous alumna – a woman he’s never met – is a textbook example of what to do when a former student puts your program in the spotlight.

“My phone started ringing at 8 a.m. on Friday the 29th of August,” he said, “and that was at the point when my e-mail was overflowing. I didn’t catch up until after the Christmas break.”

It starts by knowing the law. The Federal Education Rights and Privacy Act limits what information that universities can release about former students, and Bird says he stayed in contact with university lawyers, the registrar’s office and media relations officials. (An example: the university decided that Palin’s minor was not public information, even though he let it

slip to an AP reporter (and U of Idaho graduate) that she had a minor in political science.)

“As a former journalist, frustrating to me was my inability to respond in a timely manner and to be as complete and timely as I would have liked to be because of FERPA and time constraints,” he said.

The bigger issue is what a professor should say about a former student, especially one he didn’t teach. Academicians, especially in administrative positions, feel a tug between academic freedom and the need to not hurt the image of their academic units and their university. That has been especially difficult in the case of Palin, who has made some comments that make some wonder if she was paying attention in her J-school classes.



She complained about “gotcha” questions and double standards. She lumped “media” into one big pile that didn’t distin-

guish between bloggers, doppelganger actress Tina Fey and Pulitzer Prize winners. In late October, she essentially said that First Amendment freedoms are threatened by media who question public officials. If media “convince enough voters that that is negative campaigning, for me to call Barack Obama out on his associations,” she told conservative talk-show host Chris Plante, “then I don’t know what the future of our country would be in terms of First Amendment rights and our ability to ask questions without fear of attacks by the mainstream media.”

Bird’s response has been a measured one, starting by using it as a learning opportunity for students. Her name came up in nearly every class in the fall, he said, giving students “a great opportunity to personalize the political” because they “could relate to her experience as a student here.”

In popular press, he worked to explain the university’s journalism school and remind the public that ethics classes provide frameworks, not answers.

And, like a good professor, Bird landed a publication. In the December 2008 *British Journalism Review*, he wrote that Palin would be well served to use her journalism training at Idaho to inform her politics.

“Having become a figure on the national stage who is unlikely to retreat quietly to her home State,” he wrote, “Governor Palin must apply the best of her journalism training to her office and not slip into the bad habits that have caused large segments of the U.S. broadcast and cable news outlets to lose credibility with the public. From politicians, the public deserves better.”

Online:

University of Idaho School of Journalism and Mass Media responses to Sarah Palin

- Conde Nast’s Portolio: <http://tinyurl.com/3q45jw>
- <http://www.portfolio.com/views/blogs/mixed-media/2008/10/01/idaho-j-school-prof-palins-wrong-about-ethics>
- Bird, K. (2008). “Sarah Palin’s a Journalist, Too.” *British Journalism Review* 19(4), 13-16. Online at http://www.bjr.org.uk/data/2008/no4_bird

Best practices on objectivity and balance

Joel Kaplan

The notion of objectivity and balance as fundamental to ethical journalism has been well discussed in these pages. But what happens when federal law mandates those principles?

Such is the case with the Corporation for Public Broadcasting, which is required under its 1967 charter to develop programming “with strict adherence to objectivity and balance in all programs or series of programs of a controversial nature.”

Needless to say, CPB has been under constant criticism from detractors on the right and the left for failing to live up to its mandate. In 2005, CPB’s Inspector General reported that the Corporation lacked definitive policies and procedures for reviewing its programming for objectivity and balance. As a result of this report, CPB commissioned a series of White Papers to deal exclusively with this issue. (For complete copies of those White Papers, please visit CPB.org). My White Paper was titled “Objectivity and Balance: Today’s Best Practices in American Journalism.”

As part of this study, my research assistants and I undertook a comprehensive survey sent to program directors and news directors of both public broadcasting outlets as well as commercial broadcasters. While the results of those surveys are available in the White Paper, it is the “best practices” section that has the most relevance here.

That is because regardless of how one defines objectivity and balance or the role it continues to play in both the teaching and practice of journalism, this pursuit of attempting to achieve objectivity and balance is a worthwhile goal.

Thus, through interviews with ombudsmen, professional journalists, news directors and academics, we were able to come up with a list of 13 “best practices” that one can use in any news organization—public or private—to help build a roadmap towards a commitment to objectivity and balance. While this list is by no means complete, a useful class exercise would be for you and your students to determine other methods by which to improve the practice of ethical journalism.

The following is our list of “best practices” followed by a brief description of each. Again, a fuller description of each best practice can be found in the complete White Paper online.

1. **Transparency:** Readers and viewers deserve to know how stories are reported and written or produced. Journalists should be willing—even eager—to share with their audience what information and facts were included in a story as well as the information and facts that were excluded.
2. **Ombudsmen:** This is the single best tool news organizations have developed to give the public a voice and someone to complain to when they believe a story is unfair. Unfortunately with recent budget cuts, ombudsmen are among the first to go.
3. **Staff to Monitor Complaints:** The Ombudsman should really be a last resort. News organizations should have staffers willing and able

to answer and investigate any complaints regarding objectivity and balance or any ethical inquiry.

4. **Training, particularly mid-career training:** Most journalism school graduates understand the ethical guidelines that undergird the profession’s search for truth. But not all journalists go to journalism schools and some don’t take ethics courses. Mid-career training on ethics should be required.
5. **Mentoring and Coaching:** Journalism can be a lonely profession so each newsroom should ensure that all journalists have both mentors and coaches—experienced people to talk about all sorts of ethical decision-making including issues of balance and objectivity.
6. **Bring in the Stars:** Because of budget cuts, sending newsroom staffers to conferences or other training sessions may prove problematic. But every news organization should think about annually bringing in a prominent journalist who can discuss the nuts and bolts of the profession, including ethical decision-making.
7. **Bring in the Cranks:** At least a couple of times each year try to bring in your most vocal critics and have them talk face to face with newsroom staff. Complaints of lack of balance or a lack of ethics can be greatly mitigated with a frank discussion of the issues.
8. **Public Outreach:** Don’t just bring in your critics; bring in members of the general public so they can see the news being made and how decisions are arrived at.
9. **Monitor the news/programming:** Do an occasional content analysis of the organization’s product. It is in this area that journalism schools and communications scholars can really assist the news organization by having an outside entity with no perceived bias conduct the analysis.
10. **Monitor/Disclose Conflicts of Interest:** Oftentimes, the greatest complaints about a news organization’s lack of balance or ethics stems from what outsiders perceive as hidden conflicts of interest or hidden bias. Sometimes such complaints show the bias of those making the allegations more than the journalist’s, but the least any news organization should do is regularly disclose any and all possible conflicts.
11. **Viewers’ Bill of Rights:** A concept developed by WFTX-TV news director Forrest Carr, this is posted on the station’s Web site and ensures that, among other things, all viewer complaints go directly to management and are dealt with in a timely manner.
12. **Standards Editor:** An internal editor charged with making sure the news organization does not make any ethical mistakes. Unlike ombudsmen, who can only correct problems after they happen, a standards editor reviews everything before it is published or broadcast.
13. **Online Resources:** One of the beauties of the New Media world is that it gives news organizations all sorts of ways to deal with questions of ethics or objectivity. The Internet gives every news organization unlimited space to provide context, documentation, critiques, etc. so that the age-old reason that material was cut out of a story because there was no more room, is gone. *(continued on page 5)*



How many existing news organizations engage in any of these best practices? In truth, with personnel cutbacks and revenue shortfalls at so many media companies, few continue to devote the necessary resources to engage in most of these recommended activities. For example, late last year the Louisville Courier-Journal eliminated its ombudsman position. The newspaper was the first news organization in the U.S. to create the position 40 years ago. The Virginian-Pilot, which has had an ombudsman for 34 years, eliminated that position at the end of 2008.

Few other news organizations will now devote the necessary resources to send its employees to mid-career training, hire a standards editor or pay for journalistic stars to visit the newsroom. Yet most of the

suggestions in best practices cost little or no money. Instead, they represent an attitude—an attitude of ethical decision-making when it comes to portraying the news in a balanced and objective matter.

As such, it will be up to your students as future professional journalists to ensure that the news organizations they join engage in these best practices. ❧

Joel Kaplan is the Associate Dean for professional graduate programs at the S.I. Newhouse School of Public Communications at Syracuse University. Prior to his academic career he was an investigative reporter at the Chicago Tribune and the Tennessean.

University of Wisconsin establishes Chair in Journalism Ethics

Stephen J.A.Ward

The School of Journalism and Mass Communication at the University of Wisconsin-Madison has taken a new step to advance the study and practice of journalism ethics. It has established a chair in journalism ethics that I took up in August 2008. Thanks to a generous benefactor, I'll be the first James E. Burgess Professor of Journalism Ethics. In addition to teaching and researching, I'll also be the director of a new center for journalism ethics at the school of journalism.

The first major initiative by the center will be to stage a conference, "The Future of Ethical Journalism," on April 29-30, 2009. Members of the Ethics Division are encouraged to attend and participate in discussions around such topics as new economic models for good journalism, the future of investigative journalism and the ethics of online journalism. To register, email sjward2@wisc.edu

The development of the chair and the center has long-term implications for journalism ethics in a time when ethics has never been more important to the survival of responsible public journalism. I do not see the chair, and the center, as isolated entities. I see them as part of the larger domain of journalism ethics and of ethics at large. My intention is not only to integrate ethics into the curriculum of the Wisconsin school of journalism but to seek links with other centers and university departments. I hope to develop links with other ethicists in the United States, and beyond. In an age of rapid and disorientating change in journalism, all people concerned with media ethics – whether they are journalists, professors, or members of the public – need to continue to build stronger and more effective associations and mechanisms for responsible jour-

nalism. I hope the new center will exhibit the following general features.

First, the center should be of value for working journalists, many of whom practice their craft under difficult circumstances. The center needs to stimulate discussion, reflection and action on key issues in journalism. The methods for such discussion include conferences and workshops, in a variety of inventive formats, which engage journalists that use all forms of media. Discussions should be available to a wide public, and there should be ways to follow up on ideas as they arise out of dialogue.

Second, these discussions should be informed by leading-edge research on the state of journalism and on ethical issues. The Wisconsin School of Journalism and Mass Communication has a faculty and student body committed to top-notch analysis of journalism today. These studies, grounded in the pressing issues of practice, will make theory relevant and advance the discipline of journalism ethics and journalism studies.

Third, the chair and centre should involve students at many levels in its activities so that a new generation of scholars and critical, knowledge-based journalists can continue this important work into the future.

Fourth, and finally, the centre and the ethics chair should address the challenges presented by a news media that is increasingly interactive and global in impact. Both research and practical discussions need to situate themselves within this evolving economic, technical and social media environment. The center, for example, can help journalists understand how the 'new media' can be used in the service of quality journalism for a democratic public. In addition, the center should be open to the world - aware of developments in journalism beyond the borders of the United States.

These are only a few of the ideas that the new centre for journalism ethics will implement in the months to come. In defining the center's mandate, I will work with the members of the Media Ethics division of the AEJMC, as colleagues united in the quest for better journalism and a better world. ❧



Stephen J. A. Ward is the James E. Burgess Professor of Journalism Ethics and Director of the Center for Journalism Ethics University of Wisconsin-Madison

ANNOUNCEMENTS

Pre-Convention Teaching Ethics Workshop

This year's AEJMC Pre-Convention Teaching Ethics Workshop will focus on International Media Ethics and effective application of theory in ethics courses, along with honoring retiring ethics professor Clifford Christians. The workshop will be in Boston on Tuesday, Aug. 4.

Dr. Christians is the Director of the University of Illinois Institute of Communications Research and throughout his career he has lectured in more than 20 countries around the globe. He will provide the program's keynote discussing the international theoretical perspectives underlying mass media. Lee Wilkins, editor of the *Journal of Mass Media Ethics*, will explore ways in which professors might engage students in an international media ethics exchange. The remainder of the program will focus on ways that faculty members can teach specific philosophers and theorists from a global perspective, with special emphasis being given to discussing Confucius, Freire, Aristotle, Locke, Levinas, Bok, Kant and Mill.

This is the 25th year of media ethics teaching workshops, which University of Missouri Professor Emeritus Edmund Lambeth launched at the University of Kentucky in 1984.

As with workshops in previous years, time will be devoted to discussion among and between presenters and workshop attendees. Accordingly, participants are asked to plan to attend the entire 12:30-6:00 p.m. workshop.

The workshop fee, which includes drinks and snacks, is \$50 for faculty and media professionals and \$40 for graduate students.

Space is limited to the first 30 registrants. You may register for the pre-convention program with your convention registration or contact the AEJMC convention headquarters at (803) 798-0271. For additional information on the workshop contact William Babcock at wbabcock49@gmail.com or Virginia Whitehouse at gwhitehouse@whitworth.edu.

Workshop program:

- 12:30-12:45 Welcome & Introduction (William Babcock)
- 12:45-1:30 Theoretical perspectives underlying international media ethics (Clifford Christians)
- 1:30-2:00 Engaging students in an international media ethics discussion (Lee Wilkins)
- 2:00-2:15 Break, drinks & snacks.
- 2:15-2:45 Combining theorists: Confucius, Freire and ethical roles (Virginia Whitehouse)
- 2:45-3:15 Aristotle (Lee Ann Peck)
- 3:15-3:45 Locke (Patrick Plaisance)
- 3:45-4:00 Break, drinks & snacks
- 4:00 – 4:30 Levinas (Maggie Patterson)
- 4:30- 5:00 Bok (Deni Elliott)
- 5:00 – 5:30 Combining theorists: Kant, Mill & Friends in the control room (William Babcock)
- 5:30-6:00 Wrap-up (Virginia Whitehouse)

Celebrate the career of Cliff Christians at AEJMC

At 6:30 p.m. on Tuesday, August 4, media dinner to celebrate the career of Clifford G. faculty member at the University of Illinois' celebration at Legal Seafood, located at the convention site, the Sheraton Boston Hotel, follows AEJMC's annual convention begins the

Christians won the AEJMC Presidential and mass communication education in 2003 for Excellence in Research the following including *Media Ethics: Cases and Moral Recent Handbook of Mass Media Ethics*.
ment.

Joining the celebration simply requires partment of Communication, University of inquiries to him at ferre@louisville.edu.) to 50 people, so the first 50 paid reservations \$85 check, please (1) include your e-mail confirmation/receipt and (2) specify your



ethics scholars will gather for a sumptuous Christians, who is ending his 35th year as a Institute of Communications Research. The Prudential Center beside AEJMC's convention Tuesday's preconvention workshops. following morning.

Award for distinguished service to journalism and AEJMC's Paul J. Deutschmann Award year. He has published a dozen books, including, now in its eighth edition, and the More books are in various stages of development.

mailing a check for \$85 to John Ferré, De-Louisville, Louisville, KY 40292. (Send The private room at Legal Seafood serves up will be assured a place. When sending your address, so that Ferré can return an electronic choice of entrée from the following set menu:

ETHICAL NEWS

First Course

New England Clam Chowder

Second Course

Classic Caesar Salad

Entrée (served with rice pilaf and seasonal vegetable)

Legal's Signature Crab Cake Dinner

Wood Grilled Wild Alaskan Salmon

Wood Grilled 8 oz Filet Mignon

1.25# Steamed Lobster

Dessert

Triple Chocolate Layer Cake

Beverages

Fountain drinks, iced tea, lemonade, coffee

People can buy alcoholic drinks from the restaurant's bar and bring them into the private room.

If you would like to give a tribute to Cliff at the dinner, please contact Lee Wilkins at wilkinsl@missouri.edu. Wilkins will be the evening's master of ceremonies.