

# Ethical News

The newsletter of the AEJMC  
Media Ethics Division

Summer 2002  
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Division chair:

Vice chair/program head:

Secretary/newsletter editor:

Ginny Whitehouse, *Whitworth College*

David S. Allen, *University of Wisconsin-Milwaukee*

Sandra L. Borden, *Western Michigan University*

[gwhitehouse@whitworth.edu](mailto:gwhitehouse@whitworth.edu)

[dsallen@uwm.edu](mailto:dsallen@uwm.edu)

[sandra.borden@wmich.edu](mailto:sandra.borden@wmich.edu)

## MED volunteers surpass goals

**Ginny Whitehouse**  
Division chair

The Media Ethics Division surpassed its goals for the year and took great strides in improving communication to members.

The number of research submissions reached a new high, and the number of faculty papers doubled from last year due to the efforts of Research Chair Stephanie Craft. Many of these papers forged new territory in setting research agendas, including the ethics coverage of worldwide violence.

David Craig of the University of Oklahoma will take top faculty honors at the Miami convention for his paper "The Promise and Peril of Anecdotes in News Coverage: An Ethical Analysis." Wendy Barger of the University of Oregon won the Carol Burnett/University of Hawaii/AEJMC Prize for excellence in ethics research by a graduate student for her paper

"Moral Language in Newspaper Commentary: A Kohlbergian Analysis."

The August AEJMC convention panels, coordinated by MED Vice Chair David Allen, reflect the need for increased conversations about international conflicts and terrorism. The annual pre-convention Media Ethics Teaching workshop, led by Edmund Lambeth and William Babcock, centers on "Media Ethics in a Global Society." The Division will sponsor a key panel considering "Global Ethics for the World Press" led by Lou Hodges and co-sponsor a mini-plenary on "Terrorism's Attack on Freedom."

The convention panels also highlight MED's theme for the year of teaching assessment. Teaching Chair Kristi Bunton will lead a panel considering whether ethics courses encourage ethical behavior once students enter their professions. Newsletter Editor/Secretary Sandy Borden facilitated the assessment discussion by publishing relevant

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### Pre-convention workshop to focus on teaching ethics in global society

The 19th Annual Media Ethics Teaching Workshop will take place Tuesday, Aug. 6, at the Fontainebleau Hilton and Towers in Miami Beach.

The workshop promises to examine media ethics standards in a global society. A variety of topics will be addressed during the 8 a.m. to 5 p.m. workshop, including presentations and discussions on:

- The state of journalism in the 21st century.
- Newsroom diversity.
- Teaching theory and methodology to undergraduates.
- Applied ethics.
- Undergraduate ethics courses.
- Advertising & public relations ethics.
- Philosophical models.

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### Several panels highlight MED's offerings at AEJMC convention

**David S. Allen**  
Vice chair/program head

Panels on newsroom diversity, assessment, research methods, global ethics, and teaching public relations ethics highlight Media Ethics Division programming at the annual convention in Miami in August.

The five panels, in addition to three research paper panels and a

preconvention workshop, represent the diversity of interests of members of the Division.

The panel presentations begin at 10 a.m. Wednesday, Aug. 7, with "Ethics is the Reason: Newsroom Diversity Attempts Fail Because of a Failure to Recognize Cultural Differences in Ethics." The panel, moderated by MED Chair Ginny Whitehouse of Whitworth

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## Ethical Briefing

Send items for this column to:  
Sandra L. Borden, newsletter editor  
sandra.borden@wmich.edu

### Fellowships available to study virtual reality

Fellowship applications are sought for the 2002 applied ethics colloquium Oct. 30 through Nov. 2 at the University of Illinois at Urbana-Champaign. The deadline is Aug. 15.

The colloquium, titled "Virtual Reality and Communication Ethics," provides an opportunity for serious thinkers to help define the agenda for the new digital technologies and ethics. It is the third in a series of annual colloquia on critical issues in communication and is sponsored by the Journal of Mass Media Ethics, the Department of Communication at Brigham Young University, and the University of Illinois.

Ten fellows will be selected to work in pairs, forming five teams to reflect a specific position in the largely unexplored landscape of the ethical implications of cyberspace. Fellows are expected to select a substantive topic that they can explore in tandem, and then discuss in face-to-face sessions with their peers for several days on the campus of the University of Illinois. These papers will be developed as refereable articles for the Journal Mass Media Ethics. Fellows will receive transportation, housing, meals, and a modest honorarium.

The technologies of virtual reality are under continual innovation, and the best thinking about the ethics of cyberspace must be done in terms of the current and future status of the electronic and three-dimensional world now taking shape. The University of Illinois is an appropriate setting for Fellows to become acquainted with 3-D technology, visualization and digitalization in laboratories on the campus. Derrick de Kerckhove, Director of the McLuhan Program in Culture and Technology at the University of Toronto, will be on campus to give a lecture and par-

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## Research competition shows need for better guidelines for submissions and judging

Stephanie Craft  
Research chair

Here's a question: Why was I surprised by the issues and questions I encountered as the MED research chair? Permit me to address this question in my typically roundabout fashion.

To make my question a true research question, what would need to happen? Any researcher would recognize that some good, old-fashioned definition of terms would be in order — what does "surprised" mean? — as would consideration of the question's importance and a comprehensive review of relevant literature. But what if I want to use previously collected and reported data to help answer my question? What if I see my study of "research chair surprises" as part of a meta-project on research competitions or the experiences of junior faculty or whatever?

OK — I'll stop beating my example to death. By now you probably see where I'm headed. No matter what you may think or how you train others to do research, the answers to these questions are not immediately obvious. Judging from the pool of submissions and the questions I received this year, it appears that greater awareness of and publicity about certain aspects of research are needed. I'll offer a very brief list of the broader issues the research competition raised.

However, let me be clear about one thing: We had a number of high-quality submissions covering a wide range of topics and approaches — you can see for yourself in the list of paper sessions elsewhere in this newsletter. Nothing I say in the rest of this essay is meant to diminish this work in any way. Rather, my purpose here, as the research chair in the ethics division, is to highlight some ethical challenges in

research that our division may be best positioned to take the lead in addressing.

First, there appears to be a need for explicit standards regarding the kind of material that is appropriate for submission. For example, as research chair I received queries about whether one could submit work already accepted for publication. My gut reaction — and likely yours as well — was: "Of course not!" But then I looked at the official call for papers from AEJMC and found no mention of such a limitation. The paper call addressed only the prohibition against submitting the same paper to more than one division.

Second, the lack of clear guidelines regarding multiple papers generated from the same set of data has the potential to create all kinds of confusion. I see the issue here as twofold: How can we help researchers make the most of large data sets while avoiding undue repetition? And, how can we encourage authors to make clear that the results reported in a study are from an earlier data set without compromising blind review?

Third — and at the risk of offending potential future judges — I think we need to make the standards for judging

our peers' work more clear. I was surprised and dismayed to find inappropriate and even mean-spirited comments on some judging forms. That is not helpful to the authors or the division more generally. On a related topic, I also was dismayed at how many of my repeated requests for people to help judge papers went unanswered. It is unclear to me how we expect to have peer-reviewed research when many of our peers do not review papers. My sincere thanks to those of you who responded to my e-mails and phone calls, regardless of whether you agreed to judge.

I was surprised and dismayed to find inappropriate and even mean-spirited comments on some judging forms. That is not helpful to the authors or the division more generally.

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## Ethical Briefing

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sandra.borden@wmich.edu

### Fellowships, from page 2

ticipate in discussions. He is a pioneer and academic futurist in digital technology and virtual reality. His theory of connected intelligence has gained worldwide acclaim in the search for a new alphabet of electronic information space.

Send a memo describing topic, possible collaborator if you know of one, and resume to: Clifford Christians (cchrstns@uiuc.edu), Research Professor of Communications, College of Communications, University of Illinois, 810 S. Wright Gregory Hall 228, Urbana, Illinois 60801, FAX 217-244-7695, PHONE 217-333-1549.

### Central States call for papers

The Media Studies Interest Group of the Central States Communication Association invites the submission of competitive papers and thematic panels for the 2003 convention in Omaha. The deadline is Sept. 30.

Submissions may cover any aspects of media studies, including mass communication, media technology, media and culture, and other studies of media and mass communication. All theoretical and methodological approaches are invited.

### If you go:

- ◆ **What:** Media Studies Interest Group of the Central States Communication Association 2003 convention
- ◆ **When:** April 10-13, 2003
- ◆ **Where:** Omaha, Neb.
- ◆ **Info:** artz@calumet.purdue.edu

The Samuel L. Becker Award is given for the best graduate student paper. The Becker Award includes an individual plaque, a \$150 award, and a traveling plaque that is housed at the recipient's graduate institution for the year. At the annual business meeting, the Media Studies Interest Group also presents awards for competitively selected best faculty paper and best undergraduate paper.

Paper submissions must include five copies, along with an abstract and a detachable cover page including author identifica-

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## World Press Institute launches Web site for discussion of international journalism ethics

Is it ever OK for full-time journalists who are employed by news organizations to work part time for the people they cover?

This question and related issues are discussed in a new international journalism ethics Web site co-hosted by the World Press Institute, a 42-year-old journalism nonprofit organization based at Macalester College in St. Paul. In addition to providing a forum for discussion of issues pertinent to the news business, the site, called "Global Journalism Ethics," contains links to numerous other ethics Web sites plus a book review.

The new site can be accessed by clicking the "Global Journalism Ethics" icon on WPI's home page, [www.worldpressinstitute.org](http://www.worldpressinstitute.org).

"This is an exciting opportunity to use cyberspace to discuss journalism ethics on a global scale," said Editor Stephen Ward. "Site visitors will gain insight into fundamental ethical principles from around the world and have an opportunity to voice their own views."

The site is co-sponsored by the Media Ethics Division of AEJMC. With members in more than 30 countries, AEJMC is the

"Site visitors will gain insight into fundamental ethical principles from around the world and have an opportunity to voice their own views."

Stephen Ward, editor  
*Global Journalism Ethics*

oldest and largest association of journalism and mass communication educators and administrators at the college level.

The first case study, posted in April and written by WPI Executive Director John Ullmann, broaches the subject of "moonlighting," or freelancing in addition to full-time employment. The practice is widespread in the global news business, particularly in places where journalism jobs are poorly paid or, conversely, where free-lance work is highly lucrative. Visitors to the Web site are welcome to agree or disagree and are

invited to respond to the discussion by e-mail. Comments will be edited for libel (U.S. legal standards), length and taste before being posted on the site.

In addition, journalism professors, news professionals and others are invited to submit essays for posting on the site. Submissions should be brief ethical analyses of cases that are of practical relevance to journalists. They should analyze a trend, event or issue in print, broadcast or online journalism. Writers will receive \$150 (U.S.) for accepted essay submissions.

WPI brings 10 international journalists to the United States each year for four intense months of interviews, briefings and travel. WPI fellows have five or more years of professional journalism experience and are fluent in English. WPI's mission is to promote and strengthen press freedom throughout the world and to allow international journalists to experience the U.S. through the prism of the First Amendment.

The organization has a network of more than 120 WPI alumni in 50 countries who are willing to help other journalists cover stories within alumni borders. This free network also can be accessed via the WPI Web site.

Get your MED news online  
at the division's Web site:

[http://jcomm.uoregon.edu/~tbivins/aejmc\\_ethics/home.html](http://jcomm.uoregon.edu/~tbivins/aejmc_ethics/home.html)



## Ethical Briefing

Send items for this column to:  
Sandra L. Borden, newsletter editor  
sandra.borden@wmich.edu

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tion, email address, and the appropriate designation: U for undergraduate student; G for graduate student; F for faculty.

Panel submissions must include five copies, including a short description, titles of the presentations and presenters, and identification and email addresses of each participant.

Please direct submissions and inquiries to: Lee Artz, Ph.D., Communication and Creative Arts, 118 Porter Hall, Purdue University Calumet, 2200 169th Street, Hammond, IN 46323. E-mail: artz@calumet.purdue.edu.

### MED members qualify for reduced price for JMME

LEA has approved a \$20 individual *Journal of Mass Media Ethics* subscription rate for MED members. If you're renewing now, you can get all of volume 17 for only \$20. Regular price is \$35.

### Media Ethics Division seeks nominees for division officers

MED needs you to take a leadership role in our division. Nominate a colleague or yourself for: Secretary/Newsletter Editor; Research Chair; Teaching Chair; PF&R Chair; and Liaisons to Other AEJMC Divisions and Professional Organizations

Contact David Allen at dsallen@uwm.edu for more information or to make nominations.

Elections will be held during the MED business meeting on Thursday night, Aug. 8.

#### If you go:

- ◆ **What:** Media Ethics Division business meeting
- ◆ **When:** 6:45 p.m. Thursday, Aug. 8
- ◆ **Where:** Check AEJMC convention booklet for room location
- ◆ **Info:** dsallen@uwm.edu

E-mail newsletter submissions to Sandra Borden at sandra.borden@wmich.edu

## Panels highlight offerings at convention

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College, will go beyond the traditional analysis of why American journalism has been unable to retain minority journalists. The panel will explore the question of whether there is more to the problem than simply minority journalists seeking better pay and benefits. In-stead, the panel asks, Might minority journalists become frustrated when they encounter institutional ethical standards that deviate from their own values? The panel will feature Mario Diamant, coordinator of the Spanish-Language Journalism Program at Florida International University; Ray Marcano, assistant managing editor of the Dayton (Ohio) Daily News and the immediate past president of the Society for Professional Journalists; Earnest Perry, news-editorial head at Texas Christian University; and Paula Poindexter from the University of Texas-Austin.

The first teaching panel of the convention begins at 1:30 p.m. Wednesday. Led by Kris Bunton of the University of St. Thomas, the panel will explore "Teaching Ethics, or Teaching About Ethics? Assessing the Impact of Ethics Courses on Students." In many ways, this panel is the culmination of a year-long focus on assessment by the Division. The panel will investigate the kinds of pedagogy that might stimulate the moral imagination of students, how ethics courses can be seen as a defining moment in the education of students, and how instructors need to

address the ethical realities faced by beginning practitioners. A recent journalism graduate, Elizabeth Vernon, who now works for the Skagit (Washington) Valley Herald, will reflect on her ethics education. Vernon will be joined on the panel by Whitehouse, Peggy Bowers of St. Louis University, and Wendy Barger of the University of Oregon.

In many ways, MED is still in its infancy and still struggling to define its place in mass communication research. At 11:45 a.m. Thursday, a panel will deal with the question, "Do Methods Matter in Studying Ethics?" The panel will examine cultural/critical, philosophical and social scientific methods in an attempt to help us understand how methodology might influence our research. The panel was organized and

will be moderated by Bowers. She will be joined by some of the best-known researchers in our Division: Cliff Christians of the University of Illinois, Jay Black of the University of South Florida, and Lee Wilkins of the University of Missouri-Columbia.

As the past year has taught us, it is difficult, if not dangerous, to continue to talk about "American" journalistic ethics. The panel at 5 p.m. Thursday will look at whether we can develop a global ethics for

the world press. Led by Lou Hodges of Washington & Lee University, the panel brings together Christians, Wilkins, Anantha Babbili of Texas Christian University, and Michael Perkins of Brigham Young University for the discussion. Please note that we are trying something new this year. This panel will immediately follow a panel by the International Communication Division, "Inflaming Anger, Ignoring Context in the News," set to begin at 3:15 p.m. The two panels will be held in the same room, so there will be no need to leave the area, other than to stretch your

The five panels, in addition to three research paper panels and a preconvention workshop, represent the diversity of interests of members of the Division.

legs. We hope the back-to-back sessions will attract a larger audience for these important issues, and lead to interesting exchanges across divisions.

Our final panel of the convention will be at 1:30

p.m. Saturday. "Beyond Codes and Cases: Teaching Public Relations Ethics" brings together a panel of professors to share their teaching tips. The session will be moderated by Bowers. She'll be joined by Karen Slattery and Daradirek "Gee" Ekachai of Marquette University, Michael G. Parkinson of Texas Tech University, and Tom Bivins of the University of Oregon.

Please find time to attend these important discussions during the convention.

## Media Ethics Division Panel and Paper Sessions, August 2002, Miami, Fla.

To print this page only: Select "Print" from the File menu. In the fields to "Print pages," enter "5" in both boxes. Click "Print."

### Tuesday, Aug. 6

8 a.m. to 5 p.m.

AEJMC Pre-convention Media Ethics Workshop

### Wednesday, Aug. 7

10 to 11:30 a.m.

**PF&R Panel**, "Ethics is the Reason: Newsroom Diversity Attempts Fail Because of a Failure to Recognize Cultural Differences in Ethics" (Co-Sponsors: MAC; Community Colleges)

**Moderator:**

Ginny Whitehouse, *Whitworth College*

**Discussants:**

■ Mario Diament, *Florida International Univ.*

■ Ray Marcano, *the Dayton Daily News*

■ Earnest Perry, *Texas Christian University*

■ Paula Poindexter, *Univ. of Texas-Austin*

1:30 to 3 p.m.

**Teaching panel**, "Teaching ethics or teaching about ethics? Assessing the impact of ethics courses on Students"

**Moderator:**

Kris Bunton, *Univ. of St. Thomas*

■ "Classroom Experiences as a Foundation for Being" Peggy J. Bowers, *Saint Louis Univ.*

■ "Can Ethics Be Taught? If So, How?" Wendy Barger, *Univ. of Oregon*

■ "Teaching Underdog Rather Than Superman," Ginny Whitehouse, *Whitworth College*

■ "Beyond Theory: Ethics From the Bottom Up" Elizabeth Vernon, *Skagit (Wash.) Valley Herald*

5 to 6:30 p.m.

**Refereed paper session**, "Ethics and the Language of Journalism"

**Moderator:**

Stephanie Craft, *Univ. of Missouri*

■ "The Promise and Peril of Anecdotes in News Coverage: An Ethical Analysis," David A. Craig, *Univ. of Oklahoma*\*\*

■ "Ethics and Eloquence in Journalism: A Study of the Demands of Press Accountability," Theodore L. Glasser, *Stanford Univ.*, and James S. Ettema, *Northwestern Univ.*

■ "Moral Language in Newspaper Commentary: A Kohlbergian Analysis," Wendy Barger, *Univ. of Oregon*\*

**Discussant:**

William A. Babcock, *California State University, Long Beach*

\*\* Winner, Top Faculty Paper

\* Winner, Carol Burnett/University of Hawaii/AEJMC Prize

### Thursday, Aug. 8

8:15 to 9:45 a.m.

**Refereed Paper Session**, "Media Ethics and International Conflict"

**Moderator:**

Lee Wilkins, *Univ. of Missouri*

■ "Nelson Mandela and South African Apartheid: The Media as Deconstructive Agent," Alisa White, *Univ. of Texas-Arlington*, and Vardaman White, *CSC, Birmingham, Ala.*

■ "Rwanda, News Media, and Genocide: Towards a Research Agenda for Reviewing the Ethics and Professional Standards of Journalists Covering Conflict," Kevin R. Kemper, *Univ. of Missouri*, and Michael Jonathan Grinfeld, *Univ. of Missouri*

■ "Stalker-razzi and Sump-pump Hoses: The Role of the Media in the Death of Princess Diana," Elizabeth Blanks Hindman, *North Dakota State Univ.*

■ "Amasochist's Teapot: Where to Put the Handle in Media Ethics," Thomas W. Hickey,

*Univ. of South Florida*\*

**Discussant:**

Ginny Whitehouse, *Whitworth College*

\* Runner-up, Carol Burnett/University of Hawaii/AEJMC Prize

11:45 a.m. to 1:15 p.m.

**Research panel**, "Do Methods Matter in Studying Ethics?"

**Moderator:**

Peggy J. Bowers, *Saint Louis Univ.*

**Discussants:**

■ Clifford G. Christians, *Univ. of Illinois, Champaign-Urbana*

■ Jay Black, *Univ. of South Florida, St. Petersburg*

■ Lee Wilkins, *Univ. of Missouri-Columbia*

■ Peggy J. Bowers, *Saint Louis Univ.*

1:30 to 3 p.m.

**Scholar-to-scholar refereed paper session**

5 to 6:30 p.m.

**Research panel**, "Can We Have a Global Ethics for the World Press?" (Co-sponsor: International Communication)

**Moderator:**

Louis W. Hodges, Knight Professor of Ethics in Journalism, *Washington and Lee Univ.*

**Discussants:**

■ Anantha Babbili, *Texas Christian Univ.*

■ Clifford Christians, *Univ. of Illinois at Urbana-Champaign*

■ Michael K. Perkins, *Brigham Young Univ.*

■ Lee C. Wilkins, *Univ. of Missouri-Columbia*

6:45 to 8:15

**MED business meeting**

### Friday, Aug. 9

7 to 8 a.m.

**Executive committee business meeting for MED officers**

### Saturday, Aug. 10

11:45 a.m. to 1:15 p.m.

**Refereed paper session**, "News, Advertising, and Entertainment: Making Ethical Choices"

**Moderator:**

Bruce Garrison, *Univ. of Miami*

■ "The Effects of Visuals on Ethical Reasoning: What's a Photograph Worth to Journalists Making Moral Decisions," Renita Coleman, *Louisiana State Univ.*

■ "Covering Kids: Are Journalists Guilty of Exploiting Children?" Romayne Smith Fullerton, *Univ. of Western Ontario*

■ "Generation Y's Ethical Judgments of Sexual and Fear Appeals in Print Advertising," Jeffrey J. Maciejewski, *Creighton University*

■ "Entertaining Media Entertainment Ethics: Prospects for Development," Lawrence A. Wenner, *Loyola Marymount Univ.*

**Discussant:**

Jay Black, *Univ. of South Florida*

1:30-3 p.m.

**Teaching panel**, "Beyond Codes and Cases: Teaching Public Relations Ethics" (Co-sponsor: Public Relations)

**Moderator:**

Peggy J. Bowers, *Saint Louis Univ.*

■ "Problem-based learning," Karen Slattery, *Marquette Univ.*

■ "The Socratic Method," Michael G. Parkinson, *Texas Tech Univ.* and Daradirek "Gee" Ekachai, *Marquette Univ.*

■ "Practitioners' Relationships" Tom Bivins, *Univ. of Oregon*

■ "Philosophical Frameworks," Peggy J. Bowers, *Saint Louis Univ.*

## Measure civility to assess learning

**Mike Ingram**  
Whitworth College

*Editor's note: This is the last in a series of essays about ways to assess learning when teaching ethics courses.*

A growing number of communication classes and student life programs are teaching and promoting civility, defined broadly as "promoting respect and the common good" (Schmidt in Rouer, p. 33). Also, universities are creating civility codes regarding the quality of interpersonal transactions and use of campus technology.

Civility instruction seeks to help university community members express ideas in appropriate ways and consider the needs of listeners. The promotion of dialogue and respectful discussion in classrooms is a clear way to measure the efficacy of such instruction in civility.

Two definitions highlight awareness for the other person and a promotion of respect between communicators and their ideas. Ron Arnett and Pat Arneson of Duquesne University use the term "dialogic civility" to denote a "...calling to public respect as we work to co-constitutively discover the minimal communication background assumptions necessary to permit persons of difference to shape together the communicative terrain of the twenty-first century" (p. 303). This academic work emphasizes the need for an examination of communication assumptions, a common goal in many introductory communication classes.

Steven Carter of Yale University writes for a broad-

### Suggested Reading:

◆ Arnett, Ronald C. and Arneson, Pat. *Dialogical Civility in a Cynical Age: Community, Hope, and Interpersonal Relationships*. State University of New York Press, Albany. 1999.

◆ Carter, Stephen. *Civility: Manners, Moral, and the Etiquette of Democracy*. Harper Perennial. New York. 1998.

◆ Rouer, Leroy S. ed. *Civility*. University of Notre dame Press. Notre Dame, Indiana. 2000.

er audience and believes civility is "the sum of the many sacrifices we are called to make for the sake of living together" (p.11). He writes at length on the need to reconnect etiquette and simple manners with ethics to promote thinking about other people and their needs. Both definitions call for maintaining a commitment to dialogue.

Several ongoing exercises can help faculty monitor the development of student civility in interpersonal and mass communication courses. First, the use of paraphrasing promotes active listening and connotes respect. Students who hear speeches, debates or simple classroom discussion are required to summarize the speaker's point of view to that speaker's satisfaction before offering counter-arguments. This requirement displays civility by indicating that the listener actually paid attention to the speaker. This promotes accurate listening and lays a foundation for informed dialogue. It helps students avoid trading inaccuracies and disregarding the opinions of others.

Second, the use of a video-

taped presidential debate allows students to classify the paralanguage, verbal and non-verbal messages of the speakers. Students categorize the messages as civil or uncivil based on previous class discussions and definitions of civility. They analyze the connections between civility and communication behaviors. This exercise reinforces the idea that people choose their communication behaviors, and that speakers have an ethical obligation to their listeners. It allows discussion of how public rhetors and private individuals can choose to communicate by civil or uncivil means.

Third, a discussion of tone can help students understand how uncivility is conveyed. An examination of questions asked at a videotaped press conference or presidential debate stimulates discussion on the appropriateness of questions and how they are asked. Observing a student discussion group (or a videotaped group) allows discussion of how civility and dialogue are created in one's own classroom and campus. Reflection papers on classroom debates also serve to help students gauge the level of civility in the class and their own contributions to the climate. Such reflections are helpful starting points for discussions on how students can promote a more civil climate.

Arnett and Arneson suggest civility functions to "keep the conversation going" (p. 303). Therefore civility instruction must teach people how to maintain open lines of communication. The above exercises can aid faculty in assessing the degree of dialogue and open communication in their classes.

## Competition needs better guidelines

*Competition, from page 2*

The three areas I've outlined here are just a way to get our conversation on this important topic started.

I invite your ideas and comments about how we, as the Media Ethics Division, might begin to develop a set of ethical research guidelines that will aid researchers across AEJMC. I am scheduled to participate in a panel (sponsored by GEIG, Media and Disability and Scholastic Journalism) on ethics in research and teaching at the convention where I hope to gain additional insight. In the meantime, please let me know if you have questions or comments.

## Workshop will focus on ethics in global society

*Workshop, from page 1*

- Reporting in the aftermath of 9/11.
- Moral development.

The workshop is sponsored by AEJMC's Media Ethics Division.

Admittance is on a first-come basis, and is limited to 30 attendees. The fee is \$50, which includes a buffet lunch. While the workshop is filling quickly, there are still some spots available. Those interested in attending are strongly urged to register immediately. To reserve a spot, please send your name, title, organizational affiliation, address, phone number, e-mail and a \$50 check (made out to AEJMC Media Ethics Division) to:

**Bill Babcock**  
**Department of Journalism**  
**California State University**  
**1250 Bellflower Blvd. SS/PA 008**  
**Long Beach, CA 90840-4601**

Those with additional questions should phone (562) 985-1730 or (562) 985-4981) or e-mail wbabcock@csulb.edu.



# AEJMC executive committee protests U.S. policies that endanger civil liberties

*The Executive Committee of AEJMC approved the following preamble and resolutions in late January:*

The leadership of the Association for Education in Journalism and Mass Communication (AEJMC), a U.S.-based international association of some 3,300 professors, scholars and practitioners of journalism and the mass media, expresses the following concerns about measures enacted by the U.S. government that appear to deprive individuals in the United States and other nations of their liberties. No one denies the imperative of free nations to act strongly against terrorism and terrorists, but such measures should be undertaken judiciously and in balance with the freedoms for which America stands. AEJMC leaders and others who are committed both to the United States and to the individual freedoms guaranteed by the U.S. Constitution fear that some measures enacted since September 11 as part of the American "war on terrorism" may represent lasting dangers to the Constitutional liberties of America which the United States of America was founded.

1. The Arrest and Confinement of Individuals in the United States Without Due Process — Mindful that eternal vigilance is the price of liberty and that secret arrests are the hallmark of the police state, AEJMC's leaders call upon the federal, state and local law enforcement agencies of the United States to make public the

identification of persons arrested or otherwise deprived of their liberty by being taken into custody by governmental agencies. Further, AEJMC's leaders urge the news media of the nation to be faithful to their First Amendment franchise by alerting citizens to abuses of governmental powers as practiced or proposed by any branch of government or public servant. A free society simply cannot stand by quietly when people are taken from its midst and the government refuses to identify those it has captured.

2. Secret Military Tribunals to Try Suspected Terrorists Abroad — The Bush Administration order creating secret military tribunals to try primarily individuals suspected of links to terrorism represents broad dangers to individual liberties that are diametrically counter to the freedoms on which the nation was founded. This meas-

AEJMC leaders and others who are committed both to the United States and to the individual freedoms guaranteed by the U.S. Constitution fear that some measures enacted since September 11 as part of the American "war on terrorism" may represent lasting dangers to the Constitutional liberties of America which the United States of America was founded.

government and on the Congress to review and revise these measures within the parameters of the U.S. Constitution, and urges the U.S. and international press to scrutinize and report fully on this

ure, which permits the arrest, confinement and trial in secret of individuals whom military and government officials suspect of harboring persons who may have been involved in terrorist acts, gives the government sweeping new powers and eviscerates individual rights. The secret tribunals ordered by the Bush Administration look very much like summary courts in other nations against which the United States has protested vigorously as running counter to due process. The leadership of AEJMC calls on the federal

and other such measures enacted as part of the United States' international "war on terrorism."

3. A Rollback of the U.S. Freedom of Information Act and Threats to a Free Flow of Information — The leadership of AEJMC protests recent Bush Administration policies that have served to curb the free flow of information necessary to a democratic society, and in particular, measures that roll back the guarantees on which the Freedom of Information Act (FOIA) was founded. While AEJMC strongly supports efforts to fight international terrorism, its leaders submit that a well informed citizenry is a better defense against acts of terror than a citizenry left in the dark by its elected leaders. A new policy memo from U.S. Attorney General John Ashcroft seems to encourage government agencies to withhold information. The Freedom of Information Act, which was designed to permit U.S. citizens access to the kinds of information that are essential to democracy, appears to be threatened not only by recent Bush Administration measures but also by the proposed Cyber Security Information Act that is rushing to passage in Congress. AEJMC leaders urge elected officials, citizens and the press to monitor carefully and to evaluate fully the implications of measures taken under the auspices of national security that may in fact serve to hobble the very informed citizenry we seek to serve, protect and defend against threats of terrorism.

## MED leaders and volunteers surpass goals in 2001-02

Goals, from page 1

articles throughout the year.

Borden also devoted great energy to moving Ethical News from a printed product (which sometimes arrived shredded in the mail) to an electronic version. This change allowed the division to save postage costs and gave members the opportunity to enjoy Associate Newsletter Editor Bill Reader's fine design work.

Tom Bivins brought the division into the technology age when he developed the MED Web site at [http://jcomm.uoregon.edu/~tbivins/aejmc\\_ethics/home.htm](http://jcomm.uoregon.edu/~tbivins/aejmc_ethics/home.htm). Go there for your newsletter, officer contacts, convention updates, syllabus links, and other information.

As also noted in this newsletter, MED members now may receive *The Journal of Mass Media Ethics* at a significantly reduced rate, thanks to the efforts of journal Co-

All those who proposed and will serve on convention panels, wrote newsletter articles, and facilitated relationships between the division and other organizations deserve credit for work well done.

Editor Jay Black.

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## Design tips for scholar-to-scholar posters

Here are some suggestions for making your scholar-to-scholar posters pop this year in Miami:

**1. Use headlines and bullet points.** Many posters suffer from verbosity. Large fields of small text are off-putting to passers by. Use simple headlines and boiled-down bullet points to present your research questions, your methodology, and your findings. Remember, the point of your poster is to advertise your research, and those who are interested in it can get a copy of your whole paper later.

**2. Don't print your PowerPoint slides.** Aside from the distraction of those gaudy color schemes ("Neon Frame"?! Argh!!), the biggest drawback to hanging PowerPoint print-outs on a bulletin board is that the slides are meant for magnified digital projection. The type and graphics on the printed slides will be too small and difficult to read. Better to design larger panels from scratch in Word.

**3. Use large, clear type.** Start

with 48-point type, and don't stop at 72 just because your menu in Word does (if you want, you can manually enter type sizes up to 1,600). Headlines should be at least twice the size of body type — 120 point type is ideal. And skip the fancy fonts and type effects (shadow, etc.) for anything but headings.

**4. Tile with legal size paper.** You don't need a big printer to output large panels. Even those cheap little ink printers allow you to tile large layouts onto smaller paper. Legal paper gives you a little more room to play with.

**5. Stack your layout.** Poster readers shuffle from left to right, but not right to left. Arrange your panels in three or four vertical columns. Leave plenty of empty space between the columns so people will intuitively jump from the bottom of one to the top of the next.

Want additional design tips for conference posters? E-mail your questions to Bill Reader at [breader@mac.com](mailto:breader@mac.com).

AEJMC Media Ethics Division  
234 Outlet Pointe Blvd., Suite A  
Columbia, SC 29210

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