

Ethical News

The newsletter of the AEJMC
Media Ethics Division

Summer 2003
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Fabricated fact: when 'news' is staged

'Pseudo-events' a larger problem than plagiarism

David S. Allen
Division chair

The news media have been having a difficult time with reality in recent months.

While most of the focus has been placed on the New York Times and its ex-reporter Jayson Blair, other equally troubling issues have surfaced. And while they have not attracted nearly as much attention as the Blair affair, they are in many ways far more troubling.

I refer to the news media's continuing obsession with covering politically contrived public spectacles, often called pseudo-events, and the press' inability to figure out how to deal with them.

The most recent example of this came during President George W. Bush's much-covered landing on the aircraft carrier Abraham Lincoln. President Bush used the

Will our students care about Mr. Blair and The New York Times?

Jack Breslin
PF&R chair

The blame game still bounces back and forth between The New York Times, its editors and former reporter Jayson Blair for his six months of fabrication and plagiarism. By the time our students return for fall classes, Blair's 15 minutes of celebrity will probably have fizzled out except for his possible book and TV movie deals.

Our more diligent students will be well-versed on the scandal and offer thoughtful

reflections. Others might forget his name, but will vaguely recall the media frenzy surrounding the bizarre pranks of this confused young journalist at the nation's premiere newspaper.

As a jaded, often cynical, media veteran, I have mixed reactions to the case. Having once dreamed of working at the Times, I was told that I would have to spend a decade in the trenches of smaller papers before being considered worthy. So how did he get there so quickly?

Please see **Students**, page 4

carrier as his stage to announce an end to the military phase of the war in Iraq. Many media outlets covered the tail-hook landing of the plane carrying the president. As Bush spoke, cameras captured enthusiastic sailors, the open sea in the background, and

the command tower of the aircraft carrier with a banner that read, "Mission Accomplished."

While all of that was covered in great

Please see **Stage**, page 3

Recent plagiarism issues a timely focus of K.C. plenary session

Sandra Borden
Vice chair/program head

The mini-plenary on plagiarism that the Media Ethics Division is co-sponsoring in Kansas City has taken on new urgency with the Jayson Blair scandal at The New York Times. Don't miss this timely session titled "Plagiarism: The Deadly Sin of Journalism" from 1:30 to 3 p.m. on Friday, Aug. 1. With viewpoints representing the co-sponsors—

INSIDE:

MED's conference schedule.

PAGE 7

Media Ethics, Advertising, Public Relations and Law—this mini-plenary promises to address a range of issues surrounding plagiarism in journalism and other media occupa-

Please see **Plenary**, page 6



Ethical Briefing

Send items for this column to:
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Media ethics fellowship applications due Aug. 15

Applications for a fellowship to the media ethics colloquium on "The media, ethics and politics" are due Aug. 15, 2003. The colloquium, the fifth in a decade-long series, will be held April 7 through 9, 2004, at the University of Missouri in Columbia.

Selected scholars will be asked to work in one of six two-person teams on such topics as democratic theory, the media's role in governance and policy formation, the ethical and theoretical implications of political advertising, corruption and conflict resolution. Fellows will receive an honorarium and all expenses. Applications should include a 500-word abstract of a paper proposal, a curriculum vitae, and if appropriate, a notation of a desired team member.

Applicants may apply as individuals or as part of already formed teams.

For more information, contact Lee Wilkins by phone at (573) 882-9499 or by e-mail to WilkinsL@missouri.edu.

Journalism ethics foundation to hold reception at K.C.

The Ethics and Excellence in Journalism Foundation of Oklahoma City will host a reception at the AEJMC Convention in Kansas City from 8:30 to 10:15 p.m. Thursday, July 31.

The foundation provides funding for creative projects and research that promote the pursuit of excellence and adherence to high ethical standards. Members of the foundation's board of directors and advisory committee will be at the reception to discuss with AEJMC members any projects and programs that the foundation might consider funding.

Poster design tip sheet available from MED Web site

A tip sheet for designing posters for scholar-to-scholar sessions can be downloaded from the MED's Web site (in Acrobat, click the URL below to download the file):

http://jcomm.uoregon.edu/~tbivins/aejmc_ethics/PDFs/poster.pdf

The yin and yang of teaching ethics

Peggy J. Bowers
Teaching chair

One of the age-old tensions in media ethics scholarship is the negotiation of theory with practice. It is the media scholar's mind-body problem, a being-versus-doing dilemma, and has far-reaching implications for the way we teach ethics. Often if we allow our students to weigh in to the equation, we err on the side of practice. After all, it is more exciting to ride into an ethically perilous situation, our figurative moral guns blazing, and save the day than it is to work out the stakes and thoughtfully apply the framework to the context.

Now, this is not going to be a plea for us professors to set the example and eat our broccoli, then feed the same to our students. Don't get me wrong: I happen to like broccoli. And I would never advocate a diet devoid of vegetation. But in the immortal words of Mel Brooks, "Listen to your broccoli; it will tell you how to eat it." I doubt that many professors would deny the importance of solid theoretical foundations in teaching ethics. Rather, my concern is with the way we de facto conceptualize the relationship between theory and practice, and what that means for our students studying ethics.

One common but unfortunate way to think about theory is as the overarching, usually abstract, system that organizes certain genres or categories of problems without having to consider the (often messy) details. Its function is to provide general signposts that guide the ethical wanderer in productive directions. The problem is that usually the media practitioner lands in the situation without the luxury of reviewing the broad and gentle urgings of Sage Theoria (if indeed she sees the situation as a dilemma at all). On the other hand, there is practice, always at the ready to do something, and isn't ethics meaningful only when we actually act

rather than merely contemplate with our hearts in the proverbial right place?

Those common understandings have particular significance when used to construe theory and practice as polar opposites, equally valuable but dichotomous sides to the ethics coin. To be sure, theory and practice embody different qualities and have different roles in the construction of the ethics process. Rather than considering their differences, however, why not consider their relationship to one another as primary?

Theory and practice are senseless without each other, and in profound ways. One cannot exist meaningfully without the other. Instead of splitting mind and body, this way of considering theory and practice makes them the yin and yang of ethics—different in orientation, but making sense only in relation to one another. If this is so, then a focus on their differences

Theory and practice
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creates a false dichotomy that obfuscates or even impedes students' ability to productively incorporate ethical decision making into the fabric of their lives.

Taking seriously the indispensable relationship between theory and practice enriches our ethics curriculum and holds important implications for the way students view the ethical process. As an example, students will more clearly come to think of ethics not merely as right action, but as flowing from an ethical sensibility that is neither disembodied nor vague. The ethical theory we want our students to consider will not be broccoli on the way to dessert, but the bagel and cream cheese. Practice, for its part, will not seem to offer intractable or idiosyncratic courses of action. Instead, it will appear at the pertinent hour and manner, informed by a way of seeing that illuminates well-considered action. Ultimately their connection will provide students with a more satisfying ethical world view that engages their whole person rather than only heart or mind. That is the kind of ethical media practitioner we as educators would do well to cultivate.

Staged 'news' creates frequent ethical dilemmas

Stage, from page 2

detail on Friday, May 2, a day later questions began to surface. According to reports by the Associated Press and other news outlets, the image we received was not all that it seemed. Among the revelations: The president could have easily arrived at the carrier via helicopter, but chose the more dramatic jet landing (originally the White House had claimed that a plane landing was needed because the Abraham Lincoln would be hundred of miles off shore, but it was only 39 miles off San Diego at the time of the landing); Navy commanders maneuvered the carrier so that the breezes would not blow across the ship, creating unwanted noise during Bush's speech; and the camera angle was set up so that the "Mission Accomplished" banner was clearly visible to cameras, but also so that the nearby coastline was not visible.

As political theater goes, that probably doesn't seem like much to be concerned about. And admittedly, the event was nothing new nor something that identifies a political bias in the news. I still use in my classes a front-page photo taken from the Chicago Tribune of President Bill Clinton standing on the front porch of a house, drinking coffee with road-construction workers, watching it rain. President Clinton, carrying a hard hat, wearing jeans and boots, looked like one of the guys. Inside, the Tribune told readers that the front-page image was not all it seemed to be, since the workers would normally have off on rainy

days. Seems they were called in to work solely for the president's visit and this brief photo opportunity.

It's interesting to note that when covering these events, the news media often give prominent display to the images, but see the explanation of the event as less newsworthy. In my local newspaper, the Milwaukee Journal Sentinel, Bush's picture occupied a good quarter of the front page. The critique of the image and the event, telling us about its manufactured content, appeared the next day on the bottom of page 10. In many ways, the news media are following the advice of former President Ronald Reagan's advisors: We don't care what you say as long as you use our pictures.

Connecting the coverage of these events with the prob-

lems faced by Blair and the New York Times leads to some important ethical questions. Blair's career at the New York Times came to a justifiable end for making up stories—reporting information to the public that was not in fact reality. While many might question the Times' actions in the case, few would argue that Blair acted correctly in reporting fabricated stories.

Yet, while Blair was fired for fabricating the news, news outlets continue to be complicit players in the reporting of fabricated stories about prominent public figures where the sole aim is the promotion of someone's political career. The news media seem to be perplexed about how to actually handle such events. On the one hand, they enjoy using the images, even though they recognize they are being manipulated. To

compensate, the press runs stories (never as prominently as the images) informing the diligent citizen about that manipulation. The news media seem to be saying, "We know we're being manipulated here, but it is OK since we know all about it. Manipulation is OK so long as we do a story admitting that we are being manipulated."

Following that logic, the wrong that was committed by Blair was not fabricating the stories, but rather concealing that fabrication—before he was caught—would that have made his practices acceptable? I doubt it. So, the real ethical issue facing the news media is trying to unravel why Blair's transgressions ended his journalism career while the purposeful reporting of knowingly false events by others is seen as a valuable public service.

It can be argued that the news media are not active creators of those events; therefore, their responsibility is less than that Blair's. Of course, from what I can tell, reporters and photographers usually are well aware they are being manipulated. And if journalists know they are reporting something less than what they at least perceive to be the best version of the truth, and continue to do so, do they not bear some of that responsibility? Those images are also entertaining and often do tend to attract an audience. But the question for the news media is not whether those images make for interesting or entertaining political spectacle, but whether those images help us understand the complex questions and issues that face democratic life.

The news media's credibility is suffering, in my opinion, not because of the Jayson Blairs of the world. Rather, citizens are beginning to recognize that the media seems incapable of breaking away from the fictionalized world created for them by certain groups in society and providing an honest interpretation of events. And until they do that, reality will continue to be a problem not only for the press, but for citizens as well.

The news media seem to be saying, 'We know we're being manipulated here, but it is OK since we know all about it. Manipulation is OK so long as we do a story admitting that we are being manipulated.'

Will our students care about Mr. Blair and The New York Times?

Students, from page 1

My PR side dances gleefully at seeing the stuffy, elitist Times finally admitting accountability for its mistakes. Working in publicity at two TV networks, I experienced several occasions when reporters from “the paper of record” failed to acknowledge getting the facts wrong, even after our exhaustive efforts for corrections. Yet my bosses, particularly in New York City, were afraid to offend the pompous gods of West 43rd Street.

Who is more to blame: Blair or the Times? A veteran reporter at a competing New York area newspaper offered this reaction: “I don’t condone what he’s done,” she said. “But—and this is a big ‘but’—I admit that there’s a big part of me that cheers him on after working for years under editors I have little respect for and who I believe attained their positions not for reasons of merit. I have seen too many editors advance because of cronyism and the Peter Principle.”

Like Janet Cooke of the Washington Post, Blair will soon become a popular case study included in most media ethics textbooks.

The daily headlines will continue to provide more stories of fabrication and plagiarism: lifting a well-known comedian’s jokes, pretending to have cancer or AIDS, or reporting a story that never happened.

With the growing number of such case studies, we shouldn’t be surprised if our students are not shocked about Blair’s antics or lack of contrition. Some might even condone his behavior and blame the Times for the scandal. Others will strongly condemn his actions and call for more stringent media accountability. A select few have themselves fooled us with plagiarized written work, have at least contemplated an attempt, or have been caught and punished. But what about the quiet ones who don’t seem to have any opinion?

Last semester, a student’s response to a case study regarding false advertising reminded me that this generation looks at media differently than those of us with ever-creeping gray hairs. In considering a staged product demonstration, he calmly stated, “You just assume that all ads are deceptive, so what’s the big deal? The public knows advertisers are lying anyway.”

Has that assumption crept into our stu-

dents’ standards about news reporting? Do they just assume that reporters fabricate and plagiarize? Has the frequency of such conduct diluted their reactions from shocked outrage to ethical apathy? If fellow students can submit term papers from the Internet, would they allow a reporter at a premier newspaper to lift material from other media outlets?

In an essay about the case, one of my students called for internal “random spot checks” of suspect reporting “before there is a lawsuit.”

“I think that people do not take this matter as seriously as it really is,” she wrote. “Thousands of people read The New York Times every day. These people expect to read the truth about a story, not some version of the truth. Credibility is very important. Once a newspaper loses its credibility, it has nothing left.”

“A newspaper works in two ways: the newspaper depends on the reader and the reader depends on the newspaper. They need each other in order to have a successful newspaper.”

“So it is extremely important for newspapers to print the truth.”

AEJMC Media Ethics Division officers, 2002-2003

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Transparency: Seeing our way through to ethical behavior

Patrick Lee Plaisance
Colorado State University

Over the course of three days in March in St. Petersburg, Fla., ethics scholars exchanged ideas and presented the latest developments in teaching and research. For anyone concerned about the state of media ethics today, the “Ethics across the Professions” conference hosted by Jay Black and his colleagues at USF was inspiring and energizing.

But there was one concept that I didn’t hear discussed. It’s a concept that is central to any ethical issue, and yet its role in the deliberative process often is overlooked. With my students, I refer to it as “the T-word.” It is the concept of transparency.

The importance of striving for transparency in all our ethical deliberations was a subtext for much of the conference discussions. We all understand that we must try to articulate our reasoning as clearly as possible in the interest of providing full disclosure and a basis for accountability. But it’s important to remind ourselves exactly why transparency is so central to the field of ethics and ought to be a primary goal in all of our deliberations.

We all have our own aspirations, agendas and motivations. But as we struggle with different ethical problems, the pull and tug of claims and arguments must be above board. Ethical behavior by definition strives to respect the claims of every stakeholder. Ethics is fundamentally concerned with our search for quality in our justifications of what we deem “right.” It addresses the nature of our deliberation and the strength of the rationales that we arrive at for a given question. If we cloak our rationales, our real motives, we undermine the ethical enterprise. If we fail in our obligation of full disclosure, we rightfully become open to charges of deception and disrespect, no matter how honorable or accepted our final decision seems to be.

One session at the St. Petersburg conference focused on how teachers used or expanded the Potter Box model of moral reasoning. The model is a popular tool in many ethics courses, including my own, because it provides a roadmap for the delib-

erative process. It helps students—and anyone, really—look at an ethical dilemma clearly and then find reasoned justification for a decision. But look also at how Dr. Ralph Potter’s model makes us think about the deliberative process itself. The approach is characterized by a persistent yet unstated requirement of openness; we are required to examine the validity of our own values and guiding principles for a given case, and then to articulate our reasoning to others. As Jay Black said in his discussion of the Potter Box model, “We don’t simply shop for the principle that is most closely aligned with our prejudices.”

Transparent interaction is what allows us as rational, autonomous beings to assess each other’s behavior. Our motivations, aspirations and intents are fully set forth for examination. “Moral communication,” Robert McShea wrote, “is possible among us to the extent to which we share...a common view of the facts.” Sissela Bok argues that when we use deception or stop short of full disclosure, we fail to treat others with the requisite dignity and respect. In effect, we fail as moral beings.

For journalists, confronted by an often hostile public, transparency is more than academic; it is an essential element of credibility. Journalistic decisions lack transparency when they serve primarily to protect selfish interests or political power, or are justifications rooted in defensiveness. Journalists who explicitly value transparency demonstrate that they are continually engaged in examining whether their coverage has fully taken into account the interests of all involved in or affected by their coverage.

In their recent book, *The Elements of Journalism: What Newspeople Should*

Know and the Public Should Expect, Bill Kovach and Tom Rosenstiel offer what they call the “Rule of Transparency,” which roughly is an attempt to apply scientific method standards to daily journalism. The rule calls for journalists to regularly disclose the limitations and methods of their news-gathering so that the reliability of their work can be assessed by others.

Journalists are constantly making judgment calls and deciding what they think the public ought to know. What they sometimes

fail to do, however, is to proactively provide full disclosure about the methods of their work as a way to increase accountability. Disregard of this need for transparency can have severely damaging results, particularly in the media’s use of hidden cameras and other such tactics.

While we strive to articulate the key values and guiding principles for media behavior, it is also valuable to remind ourselves of the philosophical underpinnings of full disclosure. Upholding transparency as a goal in our deliberations is not

simply a way to argue the righteousness of our decisions. It is how we demonstrate that we are ethical beings.

Bok, S. (1999). *Lying: Moral choice in public and private life*. New York: Vintage.

Kovach, B., & Rosenstiel, T. (2001). *The elements of journalism: What newspeople should know and the public should expect*. New York: Crown.

McShea, R.J. (1990). *Morality and human nature: A new route to ethical theory*. Philadelphia: Temple University Press: p. 221.

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Plagiarism a timely focus of plenary session

Convention, from page 1

tions. Those include academic integrity and the Internet, the influence of culture on characterizing plagiarism, and special challenges posed by the creative process in advertising. Peggy Bowers of Clemson University is representing the Media Ethics Division on the panel. The moderator is Jacqueline Lambiase of the University of North Texas. The other panelists are Herb Strentz of Drake University, Andi Stein of California State University, Fullerton, and Sheri Broyles of the University of North Texas.

In all, the Media Ethics Division is sponsoring or co-sponsoring nine panels and three refereed paper sessions dealing with topical issues ranging from the ethics of virtual reality to the ethics of corporate management. In addition, the division is sponsoring the 20th Annual Media Ethics Teaching Workshop on Tuesday, July 29, and participating in the scholar-to-scholar session from 11:45 a.m. to 1:15 p.m. on Friday, Aug. 1. (That is a change from the information published in the winter issue of the newsletter).

We have a full program reflecting the breadth of the membership's interests in ethics scholarship, teaching and professional responsibility.

The panel presentations get started at 10 a.m. Wednesday, July 30, with "Crash Prevention: Handling the Clash Between Market-Oriented Skills and Ethical Values in the Advertising and Public Relations Curriculum." That teaching panel, organized and moderated by Kris Bunton of the University of St. Thomas, suggests that media ethics professors could learn a lot from their colleagues in advertising and public relations. In addition to Bunton, the panel features Eric Morgenstern, president and CEO of Morningstar Communications, Kendra Gale of the University of Colorado, and Gracie Lawson-Borders of Southern Methodist University. The panel will consider what recent advertising and public



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relations graduates think about media ethics issues, what working professionals think young professionals need to know about ethics, and how advertising and public relations professors are handling ethics issues in their classrooms.

The next panel wrestles with a longstanding concern among those who teach media ethics. In "Teaching Law and Ethics Together: Feast or Famine?" panelists led by organizer Jack Breslin of Iona College will discuss the advantages and disadvantages of teaching combined law and ethics courses, along with teaching hints, suggested course outlines and possible alternatives. The session is from 11:45 a.m. to 1:15 p.m. Thursday, July 31. The panelists are teachers who have faced that challenge: Genelle

Belmas of California State University, Long Beach, Charles N. Davis of the University of Missouri, Thomas E. Eveslage of Temple University, Roy L. Moore of the University of Kentucky, and John Omachonu of William Paterson University.

Our research panels begin Thursday, July 31, with papers coming out of the latest in a series of colloquia co-sponsored by the Journal of Mass Media Ethics with the intent of focusing scholarship on pressing issues in media ethics. Scholars participating in the 2002 colloquium at the University of Illinois will present from 3:15 to 4:45 p.m. at a session entitled "Virtual Reality and Communication Ethics." The session's moderator is Clifford Christians of Illinois, who convened the colloquium. The discussant is David Boeyink of Indiana University. Truth, consciousness and the academy are among the themes to be explored by Thomas H. Bivins and Julianne H. Newton, both of the University of Oregon, Paula S. Tompkins of St. Cloud State University, John Michael Kittross, Editor of Media Ethics, and David Gordon of the University of Wisconsin-Eau Claire.

The other research panel on the program also highlights scholarship from the colloquium series. "Ethics Across the Professions" features work from a yearlong interdisciplinary venture in 2003 that culminated in the division's first spring conference at the University of South Florida in March. Jay Black, who organized the colloquium, will moderate. The panel looks at virtue, power, reciprocal moral obligations, and professional-client relationships in the profession of journalism with insights from other fields of professional ethics. The session is scheduled for 8:15 to 9:45 a.m. Friday, Aug. 1. Featured scholars are: Susan Keith of Arizona State University, Stephanie Craft of the University of Missouri, Wendy Barger of the University of St. Thomas, Renita Coleman of Louisiana State University, and Peggy Bowers of Clemson University.

See Convention, page 8

Media Ethics Division sessions and meetings, AEJMC 2003 Convention, Kansas City,

TUESDAY, JULY 29

8 a.m. to 5 p.m.

20th annual Media Ethics Teaching Workshop

6:30 p.m.

Reception and banquet honoring Dr. Edmund B. Lambeth, Media Ethics Teaching Workshop founder.

WEDNESDAY, JULY 30, 2003

8:15 to 9:45 a.m.

Ethics & Accountability: How Codes & Guidelines Encourage Commitment to Core Values

Presiding/moderating: Virginia Whitehouse, Whitworth College

Paper presenters: Neil Nemeth, Purdue University-Calumet, "A Bellwether in Media Accountability: The Work of the New York World's Bureau of Accuracy and Fair Play"; Kathleen Wickham, University of Mississippi, "An Examination of Diversity Issues at the Southeast Journalism Conference Newspapers"; Lee Wilkins and Bonnie Brennen, University of Missouri, "Conflicted Interests, Contested Terrain: Journalism Ethics Codes Then and Now"

Discussant: Stephanie Craft, University of Missouri

10 to 11:30 a.m.

Crash Prevention: Handling the Clash Between Market-Oriented Skills and Ethical Values in the Advertising and Public Relations Curriculum

Presiding/moderating: Kris Bunton, University of St. Thomas

Panelists: Eric Morgenstern, APR, Fellow PRSA, president and CEO of Morningstar Communications, Overland Park, Kansas; Kendra Gale, University of Colorado; Gracie Lawson-Borders, Southern Methodist University; Kris Bunton, University of St. Thomas

5 to 6:30 p.m.

Reading Media Discourse: What Does It Tell Us About Ethics?

Presiding/moderating: Romyne

Smith Fullerton, Western Ontario, London

Paper presenters: David Craig and Kristy Turner, University of Oklahoma, "Bad Apples or Rotten Culture: Media Discourse on Corporate Scandals of 2001 and 2002"; Scott Fosdick and Shahira Fahmy, University of Missouri, "Punctuation and Epistemic Honesty: Do Photographs Need What Words Have?"; Patrick Lee Plaisance, University of Colorado, "A Gang of Pecksniffs Grows Up: The Evolution of Journalism Ethics Discourse in The Journalist and Editor and Publisher"

Discussant: Beth Blanks Hindman, Washington State University

THURSDAY, JULY 31, 2003

8:15 to 9:45 a.m.

Leaps of Faith, Telling All and Minimizing Harm: Philosophical Approaches to Ethical Dilemmas

Presiding/Moderating: William Babcock, California State University, Long Beach

Paper presenters: David Cuillier, Washington State University, "Balancing News Reporting With National Security in an Age of Terrorism." (Winner of Burnett Prize for Best Student Paper); Maggie Patterson and Matthew Gropp, Duquesne University, "Perry Meets Freire: Moral Development's 'Leap of Faith' in the Classroom"; Patrick Lee Plaisance, University of Colorado, "Questions of Judgment in the Newsroom: A Journalistic Instrumental-Value Theory for Media Ethics"

Discussant: Peggy Bowers, Clemson University

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

Teaching Law and Ethics Together: Feast or Famine?

Presiding/moderating: Jack Breslin, Iona College

Panelists: Genelle Belmas, California State University, Long Beach; Charles N. Davis, University of Missouri, Columbia; Thomas E. Eveslage, Temple University; Roy L. Moore, University of Kentucky, Lexington; John Omachonu, William Paterson University

3:15 to 4:45 p.m.

Virtual Reality and Communication Ethics

Presiding/moderating: Clifford Christians, University of Illinois-Urbana

Panelists: Thomas H. Bivins and Julianne H. Newton, University of Oregon, "The Real, the Virtual and the Moral: Ethics at the Intersection of Consciousness"; Paula S. Tompkins, St. Cloud State University, "Truth, Trust and Telepresence"; John Michael Kittross, Editor, Media Ethics; David Gordon, University of Wisconsin-Eau Claire, Emeritus, "The Academy and Cyberspace Ethics"

Discussant: David Boeyink, Indiana University

8:30 to 10 p.m.

MED members meeting

Presiding: David Allen, MED chair

10:15 p.m.

MED executive committee business meeting

Presiding: Sandra Borden, incoming MED chair

FRIDAY, AUGUST 1, 2003

8:15 to 9:45 a.m.

Ethics Across the Professions

Presiding/moderating: Jay Black, University of South Florida St. Petersburg

Panelists: Susan Keith, Arizona State University, "Professionals and Accountability"; Stephanie Craft, University of Missouri, "Professionals and Virtue"; Wendy Barger, University of St. Thomas, "Professionals and Reciprocal Moral Obligations"; Renita Coleman, Louisiana State University, "Professional/Client Relationships"; Peggy Bowers, Clemson University, "Professionals and Power"

Discussant: Lou Hodges, Washington and Lee University

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

Scholar-to-Scholar Poster Session

Discussant: Kris Bunton, University of St. Thomas

Poster presenters: Hendrik

Overduin, McNeese State University, "Eight Arguments for the Importance of Philosophical Thinking in Journalism Ethics"; Jun Son Young, Kookmin University, South Korea, "Opposing Influences: Reporters' Perceptions of Structural Constraints"; Bastiann Vanacker, Washington State University, "The Randal Case: An Analysis of the Legal and Ethical Arguments Regarding Journalists Testifying in a War Crimes Tribunal" (runner-up for Burnett Prize for Best Student Paper.)

1:30 to 3 p.m.

Plagiarism: The Deadly Sin of Journalism

Presiding/moderating: Jacqueline Lambiasi, University of North Texas

Panelists: Peggy Bowers, Clemson University; Herb Strentz, Drake University; Andi Stein, California State University, Fullerton; Sheri Broyles, University of North Texas

SATURDAY, AUGUST 2, 2003

10 to 11:30 a.m.

Journalists and Whistleblowers: Thinking Through This Important Relationship

Presiding/moderating: Lee Wilkins, University of Missouri-Columbia

Panelists: Dr. Gordon Christiansen, Columbia, Missouri; Dr. Earl Dick, Columbia, Missouri; Mike McGraw, investigative reporter, Kansas City Star, Kansas City, Missouri

1:30 to 3 p.m.

After Enron, WorldCom, Xerox, etc.: Perspectives on Newspaper Executives Who Also Take Stock Options, Bonuses & 'Consulting' Contracts

Presiding/moderating: Donica Mensing, University of Nevada at Reno

Panelists: Sandra L. Borden, Western Michigan University; John McManus, Stanford University; Phil Meyer, University of North Carolina-Chapel Hill; John Soloski, University of Georgia

Discussant: Dane S. Claussen, Point Park College

Paper and panel sessions cover many topics

Convention, from page 6

This year's program has strong offerings in the area of professional freedom and responsibility, beginning Saturday, Aug. 2, with a session organized and moderated by Lee Wilkins of the University of Missouri. The session, to be held from 10 to 11:30 a.m., is titled "Journalists and Whistleblowers: Thinking Through This Important Relationship." It suggests that the experiences of whistleblowers and journalists provide the profession with some larger understanding of the complex relationships between journalists and their sources. Featured will be two physicians and a reporter from Missouri with first-hand knowledge: Dr. Gordon Christiansen, Dr. Earl Dick, and Mike McGraw, investigative reporter for the Kansas City Star.

The last session with Media Ethics as lead sponsor will be from 1:30 to 3 p.m. Saturday, Aug. 2. "After Enron, WorldCom, Xerox, etc: Perspectives on Newspaper



Executives Who Also Take Stock Options, Bonuses & 'Consulting' Contracts," casts its eye on media conglomerates. The panel asks, "What have we missed about the connections among media ethics, corporate media management, and journalism quality? What should we tell our students about the role of ethics for media company executives?" Donica Mensing of the University of Nevada at Reno moderates. Session organizer Dane S. Claussen of Point Park

This year's program has strong offerings in the area of professional freedom and responsibility.

College will be the discussant. The panelists include Sandra Borden of Western Michigan University, John McManus of Stanford University, Phil Meyer of the University of North Carolina-Chapel Hill, and John Soloski of the University of Georgia.

The Division also signed on to co-sponsor a number of interesting sessions proposed by other AEJMC units, including one on ethical issues raised by institutional reviews to ensure human subjects protection in research. Check the convention program for more details.

Send items for the next issue of **Ethical News** to: Kris Bunton, newsletter editor: kebunton@stthomas.edu

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