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Ideas R Us

Do you have a teaching idea or question you'd like to see in the Newsletter or on the website? Would you like to "poll" MED members on some aspect of teaching? Send your ideas to our Teaching Chair and she'll try to pursue them in future issues. Examples might include: teaching ethics to large classes, using the Socratic method in teaching ethics, tips for grading and assessment in ethics education and more. What's "trending" in your brain? Contact Jan Leach at jleach1@kent.edu or phone 330-672-4289.

MASTHEAD

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Ethics and Politics: Tools to Teach Well

by **Ginny Whitehouse**

The Media Ethics Division will offer its annual AEJMC pre-conference workshop, this year in partnership with the Political Communication Interest Group. The program, Ethics and Politics: Tools to Teach Well, will give seasoned veterans and new teachers specific tools they need during this presidential campaign.

Participants will learn how to develop an *Ad Watch* from Lee Wilkins, University of Missouri; how to build a *News Fairness Watch* from Bill Babcock, Southern Illinois University; how to address the not so subtle racism in the presidential campaign, from John Watson, American University; how to talk about religion, from LDS to Islam, from Ginny Whitehouse, Eastern Kentucky University; and how to use *The Daily Show* and *The Colbert Report* in class, from Mark Poepsel, Loyola University New Orleans and Chad Painter, University of Missouri.

Virginia Tech's Robert Denton will be the keynote speaker. He's the co-editor of *Communicator-in-Chief: How Barack Obama Used New Media Technology to Win the White House*.

Workshop participants will have the chance to bring their best ideas and biggest questions to roundtable discussions during the workshop. For additional information, contact Ginny Whitehouse, Eastern Kentucky University, ginny.whitehouse@eku.edu.

The pre-convention workshop will be held from 12:30 to 6:30 p.m. on Wednesday, Aug. 8 in Chicago. Fees are \$50 for faculty and \$40 for graduate students. Please register for the workshop on the AEJMC conference registration form. Please register early as the number of participants is limited to 30.

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Kent State Ethics Workshop

by **Jan Leach**

Blistering sound bites, attack ads and pack journalism are all parts of “Dirty Politics.” The focus of this year’s Poynter Kent State Media Ethics Workshop will reflect upon the significance of fact-checking, polling and anti-gender bias in political reporting at the eighth annual event at Kent State University’s Franklin Hall on Thursday, Sept. 20.

Media professionals, educators and college students will attend panel discussions, question and answer sessions and debates led by nationally recognized media and political experts.



Pulitzer Prize-winner and Kent State alumna Connie Schultz will address attendees during the lunch keynote presentation. Schultz is an author, TV commentator and former *Plain Dealer* columnist.

Other speakers include:

- Greg Korte, *USA Today*
- Bill Adair, national PolitiFact
- Mark Naymek, *Plain Dealer* political reporter and blogger
- Sandy Theis, media consultant, principal at Midwest Gateway Partners, former *Plain Dealer* Statehouse Bureau Chief
- John Green, director, Ray C. Bliss Institute of Applied Politics, University of Akron
- Drs. Steve Hook and Rick Robyn, professors of political science, Kent State University
- Jill Miller Zimon, Blogger writer and blogger, Pepper Pike City Council member
- Kelly McBride, Poynter Institute, head of the ethics faculty
- Ellyn Angelotti, Poynter Institute

The live program will host 150 attendees, and it will draw a national audience through live streaming and mobile devices. Viewers can contribute to discussions and ask questions via Twitter, using the hashtag #ksuethics12.

DETAILED INFORMATION

- **What:** Eighth annual Poynter Kent State Media Ethics Workshop, “Dirty Politics?” focuses on ethics and politics
- **When:** 9 a.m. to 5 p.m. Thursday, Sept. 20, 2012
- **Where:** FirstEnergy Auditorium in Franklin Hall, 550 Hilltop Dr., Kent State University
- **Cost:** \$25 for media and public relations professionals, \$20 for educators and FREE for students
- **Event website for details and registration:** <http://mediaethics.jmc.kent.edu/2012>
- **Questions:** Contact Jan Leach, 330-672-4289 or jleach1@kent.edu or Jennifer Kramer, 330-672-1960 or jlkramer@kent.edu

The Poynter Kent State Media Ethics Workshop is sponsored by the Poynter Institute, the Media Law Center for Ethics and Access, the School of Journalism and Mass Communication, the College of Communication and Information, Kent State TeleProductions, Kent State’s Department of Educational Technology, Akron Area PRSA, the *Akron Beacon Journal*, The Civic Commons, and the Online News Association.

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Teaching ethics by stressing real-world results of unethical practices

By **Matt J. Duffy**
PF&R Committee Chair

As college educators, it's important to remember that our students are often ethical blank slates. Many have simply never thought deeply about issues surrounding ethical behavior.

Professors should take advantage of every opportunity to stress basic values that should provide a foundation for any communication professional. Such core values should include commitment to truth-telling and an avoidance of deception.

One good method for instilling these values for college students is to stress the real-world effects of unethical actions. Asking students to research and find examples of professionals who have lost their jobs because of their own ethical lapses is a good way to make this point.

Going to www.poynter.org and searching for the word "fires" is a good starting point. Here's a recap of some of this year's journalism firings:

- *The Sacramento Bee* fired a photographer for using Photoshop to manipulate his photos. The photographer did far more than simply brighten the picture—instead he added and removed elements that clearly altered the image beyond reality.
- The *New Canaan News* in Connecticut fired a reporter for serial fabrication. The award-winning reporter made up names and quotes in at least 25 stories for the weekly newspaper.
- The *Montreal Gazette* fired its soccer columnist after discovered repeated examples of plagiarism. The freelance columnist and former copyeditor had lifted large sections of writing from other sources without attributing or rewriting.
- In a high-profile case, NBC news fired the producer who edited a 911 call from George Zimmerman that made the message sound more prejudiced and ominous. Zimmerman is at the center of an already racially charged case, leading some to accuse the network of unfairly heightening tensions.
- *The Oregonian* newspaper fired an editor who covered up the tawdry circumstances of a



colleague's death. The editor originally reported that the colleague died in his car when he had actually died in the apartment of a prostitute.

All of these cases involve abdications of ethical duties including commitments to truth-telling and avoidance of deception.

Students may find it helpful to discuss each case—particularly from the perspective of the culprit. Perhaps asking some questions can help with the discussion:

- How did these people justify their actions at the time?
- What pressures did they face that led them to make the wrong choice?
- What could they have done differently to avoid the embarrassment of being fired?

One point to stress in each of these cases is the importance of discussing ethical decisions with other people. When lapses occur, rarely have the actors spoken to anyone about their actions. The outcomes could have been far different had each of these people taken the time to broach their planned behavior with a colleague.

Another important lesson from these examples is highlighting the type of unethical behavior students will see when they become professionals.

While discussions of Kant and Mill are important, we shouldn't get too far away from basic principles such as: Don't deceive the audience, don't make anything up, and don't present work as your own if you didn't create it.

By highlighting cases of real-world ethical lapses, we can help our students avoid getting themselves into similar situation.

Duffy teaches journalism at Zayed University in Abu Dhabi, UAE. Follow him on Twitter: @mattjduffy

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The Phone Hacking Scandal and The Future of Journalism: Reasons to be Cheerful

by **Ryan J. Thomas**

Graduate Student Representative



The outlook for journalism, we often are told, is bleak. Newspaper readership is falling. The number of journalists is declining. So-called “citizen journalists” are being drafted in fill gaps in news coverage like journalism’s version of *A League of Their Own*. Advertising is increasingly shifting online, leaving in its wake a vast economic conundrum and a string of shell-shocked editors and publishers. And, of course, public distrust of journalism and journalists continues. Grim stuff, no?

Certainly, this is not a pretty picture, and while on the one hand we don’t want to give up all hope, as media scholars and practitioners, we also should

pause and consider in a very serious and reflexive manner how (it is not a question of “if”) journalism can survive and in what form. I am rather more sanguine about journalism’s future than perhaps I should be. Strangely, the source of my attitude is arguably one of the biggest crises of media ethics of recent history.

As a British citizen living abroad and media ethics obsessive, I have followed the News International phone hacking scandal from its genesis as, essentially, a one-man crusade by *The Guardian’s* [Nick Davies](#) to expose serial wrongdoing in one of the world’s largest media companies all the way to the present public inquiry into British press practices. The revelations that have emerged to date – including the hacking of the phones of families of [British soldiers](#) killed in action in Iraq and Afghanistan, families of victims of the 2005 [London terrorist attack](#), and the family of the missing teenager [Milly Dowler](#) – paint a picture of an organization far removed from human decency and a press culture that has lost its ethical bearings.

Despite the profound blow the scandal has dealt to journalism’s already shaky relationship with the British public’s trust, there are, I maintain, reasons to be hopeful for the future, namely because of the [public inquiry](#), led by [Lord Justice Brian Leveson](#), that has been tasked with examining the culture, practices, and ethics of the British press. The Leveson Inquiry allows us to return to first principles and ask what role journalism should play in a democracy. Allied to

the technological and economic uncertainty alluded to above, I believe we are in the midst of a transformative moment for British news media. The Leveson Inquiry provides us with the necessary space for a fundamental re-imagining of the possibilities of journalism, bringing a more pluralistic, accountable and ethical journalism to the fore.

Lord Justice Leveson’s ultimate report is not legally binding in and of itself, as what regulatory framework emerges out of the inquiry will depend on the political will of the government. But issues and proposals that previously have been unfashionable or unpalatable are now firmly within what Daniel Hallin would [describe](#) as the sphere of legitimate contention. A statutory right of reply, a stronger regulatory body, consideration of alternative economic frameworks (such as charities, foundations and co-operatives), caps to ensure plurality of ownership, greater use of ombudsmen, greater protection for journalists through a conscience clause that would protect them from debasing conduct, and so on are all up for debate. This is good news for people concerned about the ethics of the British press.

Of course, there are naysayers in [high places](#) bemoaning the potential for a chilling effect on free speech. However, the idea that elected officials crafting considered, moderate reforms to restore public trust in journalism is the start of a slippery slope to a North Korean police state is fatuous scaremongering and wholly unworthy of serious discussion.

A few years ago, Tim Gleason, dean of the School of Journalism and Communication at the University of Oregon, [wrote](#) that “there’s nothing like a good crisis to focus attention and generate creative thinking.” Gleason was addressing the seismic changes facing journalism due to technological and economic pressures, but the comment holds true in the context of British journalism. Marshall McLuhan once wrote that “there is absolutely no inevitability as long as there is a willingness to contemplate what is happening.” Journalism’s decline is not inevitable. As journalism educators, we are tasked with shaping the journalism of the future, and this only can begin with a clear-headed analysis of present conditions.

Of course, this is all particular to Britain, and what is proposed in the UK almost certainly would not get out of the stable doors in the United States, as Ed Wasserman cannily [observes](#). But while the outcome of Leveson may be confined to British journalism, there is a key lesson for all journalists in liberal democracies: journalists are custodians of the public trust. The Leveson Inquiry provides a forum for the discussion of journalism ethics and a path for returning journalism to its custodial role, repairing the void in the social contract between journalist and citizen. So when I think of the future of journalism, at least back in my home country, I am significantly more comfortable than I was before the scandal broke.

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Ideas to Spice Up Your Fall Ethics Syllabus

by **Jan Leach**

Teaching Committee Chair

Are you looking for something new to add to your ethics syllabus or lesson plans? Do you want to change up classroom activities or assignments? Your Media Ethics Division colleagues share great teaching tips here just in time for fall planning.

MED members sent ideas in response to a member query earlier this month. Some of them are categorized below into “Tips & Assignments” and “Activities.” Each idea is summarized broadly. Many of the more detailed suggestions will be posted to the MED Teaching Resources website so check for them and other new material at <http://www.teachingethicsresources.org/>. Detailed case studies that were submitted also are posted there.

In addition, Tom Kelleher, at the University of Hawaii at Manoa, and Katerina Tsetsura, at the Gaylord College of Journalism and Mass Communication at the University of Oklahoma, sent specific ideas on public relations ethics. These will be the basis of a separate newsletter article in the fall.

Tips & Assignments

(Alphabetical order by author’s last name.)

- **YouTube Clips:** Shannon A. Bowen of Syracuse University suggests using short clips from YouTube “to bring ethics to life.” Bowen says some may be humorous, some may be odd, but by searching “ethics concepts” you can find good fodder for class discussion.
- **Campaign Ads:** Lois Boynton of UNC-Chapel Hill will have her fall class assess national, state or local campaign ads to determine how truthful or ethical they are by applying the TARES Test. Boynton says she’ll have students work in teams of three or four, split up the fact-finding and discuss the differences. UNC’s digital news organization will use her students’ analyses as the basis of news stories. (Boynton says she got this idea from the AEJMC program, which lists a panel like this.)
- **New Media Ethics:** Jerry Ceppos, dean of the LSU Manship School of Mass Communication, says he will have his class create “The First-Ever Guide to New Media Ethics.” Ceppos says there are other guides to new media ethics, but not many, and he wants to try this project over the course of a full semester.
- **International Approach:** Every semester Tom Cooper’s ethics seminar at Emerson College, examines an issue that causes problems in the United States, such as violence on TV or Internet addiction, and examines it from the role of a diplomat from another

country. Each student studies the policies, ethics codes and practices of his or her assigned country and Cooper then assembles a special “working committee of the U.N.” with each student representing his country. The fictitious U.N. group takes the best ideas from each country, including the United States, and creates an international/intercultural set of possible solutions or options. Cooper says students learn from each other how to approach problems collectively.

- **Media Ethics Goes to the Movies:** This is one of Jane Kirtley’s most popular assignments. Early in the semester, Kirtley has her students at the University of Minnesota watch an old “B movie” called “The Headline Woman,” which Kirtley describes as a “real potboiler-type film about no-holds-bared journalism.” She then has students write a short “issue-spotting” essay of about three to five pages, identifying the media ethics problems they see. The first paper is a way to set a benchmark of students’ ethical sensibilities. For their final writing project at the end of the semester, Kirtley has students choose another film from a list she has and write a longer, analytical essay of about 10 pages, also spotting the ethics issues and demonstrating what the students have learned.
- **What is Media Ethics?:** Jacquie Lowman at the University of Maine at Presque Isle teaches basic composition. She says she became concerned that a majority of students graduated without any exposure to ethics. She devised an assignment for her freshman comp class to research media ethics, discuss the difference between what is ethical and what is legal, and examine things such as whether the media value ethical conduct. Lowman says students find this assignment challenging because many are uncomfortable with “shades of gray.” But, she adds, it prompts good discussion and “some of the papers are terrific.” See the actual assignment on the website.
- **The Nature of Truth:** The week before her class is to begin its discussion on truth, Donica Mensing at the Reynolds School of Journalism at the University of Nevada, Reno, asks her students to keep a 24-hour truth journal. They choose a 24-hour time period and note every time they tell or lie or think someone is telling a lie to them. At the end of the 24-hour period, students write a short reflection, summarizing their observations and reflecting on what they observed. Mensing also asks students to note whether they are truthful in doing the actual assignment. Mensing says this assignment is helpful in preparing students for a discussion on the nuances of truth. It helps them think more deeply about why people lie, under what circumstances, how people balance honesty with other values and the consequences of lying.
- **Potter Box Activity:** John W. Williams at Principia College in Illinois introduces new concepts through readings, lectures and the like and then has students practice the concept. Here is his idea for teaching the Potter Box. Students watch the movie “Michael Clayton” with George Clooney and record the facts, values, principles and loyalties. As a class or in groups, Williams lists the four sets of items, sometimes redirecting values to principles, for example. Another way to do this assignment is to have students map the loyalties among characters in the movie. Williams says either exercise can be assigned as homework.

Activities

- **Applying the SPJ Code:** Stephanie Bluestein at California State University at Northridge, says she uses this activity in newswriting classes to get engage students with the SPJ

Code of Ethics. She uses real-life scenarios that student journalists have faced so students can see how the code can help them figure out the best ethical decision. Bluestein says it's best to have students work as a group on one specific scenario, then read it aloud and solicit responses. She sometimes provides hints about what section of the SPJ code to explore. See the actual assignment on the website.

- **Sociology of Journalism:** Dane S. Claussen, editor of JMC Educator and head of the Media Management Division of AEJMC, says he designed a required course called Sociology of Journalism and Media Ethics, in which the first half of the semester was devoted to media sociology and the second half to media ethics (including print, broadcast, photo, PR and advertising.) He says this kind of study is important because media ethics do not exist in a vacuum. "Media sociology goes a long way to explain *why* media practitioners sometimes make ethics mistakes (both intentionally and not), while not in any way excusing those mistakes."
- **Chocolate Bribes:** Norman Lewis at the University of Florida, Gainesville, calls this a silly, quick idea to get students to come to a large class without penalizing them through participation credits or calling the roll each day. Lewis asks students to email him a photo of themselves, which he prints out. He then attaches a biographical index card that the students complete in class to each photo. To encourage students to give him their photos, and to come to class, Lewis holds a drawing from the index cards. Students can win things like "ethical chocolate" (fair trade chocolate), a copy of CJR, a Gator-themed trinket, fair-trade coffee and the like. Lewis says he doesn't hold a drawing every class and that the bribes cost him about \$2 each time, but the bribes work. Besides, he says, "Who doesn't like chocolate?"
- **Addressing Plagiarism:** Michael Longinow at Biola University in Southern California, says the issues of plagiarism and fabricating quotes is more prevalent than we imagine. He requires students in an introductory course to audio-tape an interview with a source, then transcribe the notes. Longinow notes the assignment is laborious and students hate it, but they learn how complex the language of interviews can be and they see how much easier it might be to fabricate something if they didn't get a good, clear quote. He uses this assignment to discuss the problems of attribution. He also sometimes reinforces the point by showing clips from "Shattered Glass."
- **"Act" Ethically:** Before her final exam, Maggie Patterson, Duquesne University, holds a review session. She explains that her class has been divided during the semester into five or six discussion groups. For the review session, the whole class is assigned one case study, and each discussion group is assigned one or two ethical theorists. Groups take turns discussing the case from the perspective of their theorist(s). They outline the ethical reasoning in a brief PowerPoint presentation. They are invited to wear costumes, such as a laurel wreath to play the part of Aristotle, for example. Patterson reports that the exercise is fun and helps cement the theory and the theorists in students' memories for the exam. (With thanks to Lee Wilkins, from whom Patterson thinks she got this idea.)
- **Casuistry:** Bastiaan Vanacker at Loyola University, Chicago, says he has come to see the value in contrasting similar, but slightly different, cases with students. He tries to prod students to explore what separates cases in an ethically meaningful way. For example, Vanacker says he might ask students if there is a difference between CNN's and FOX's erroneous reporting of the recent U.S. Supreme Court ruling on the Affordable (medical) Care Act. Other examples of journalists getting it wrong include the 2000 election called

for Gore in Florida, the Richard Jewell coverage, etc. Vanacker says asking students about the differences between two or more cases and challenging students to pinpoint the distinctions help them to articulate hidden moral beliefs.

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The Successes and Challenges for The Media Ethics Division



by **Kati Tusinski Berg**
Division Chair

As my tenure as the chair of the Media Ethics Division comes to an end, I want to take this opportunity to reflect on both the successes and challenges of our division, all of which I included in the MED annual report that was submitted to AEJMC earlier this summer.

Continuing a legacy of 28 years of teaching workshops given by media ethics scholars, MED once again will offer a pre-convention workshop on teaching media ethics to graduate students and faculty on all levels of experience and expertise. This year's workshop is titled "Ethics and Politics: Tools to Teach Well" and is presented by the Media Ethics Division and Political Communication Interest Group. I know this is highlight of the conference for many division members and I look forward to seeing everyone at the workshop.

Once again I am proud to say that MED is co-sponsoring a variety of teaching, research and PF&R panels with six different divisions, including Electronic News Division, International Communication Division, Law and Policy Division, Cultural and Critical Studies Division, Public Relations Division, and Minorities and Communication Division. Bastiaan Vanacker, vice chair and programming chair, wheeled and dealt with other division leaders at the mid-winter meeting in Louisville to put together an outstanding conference program for our members.

One of my goals this year as chair was to get MED more connected online, which included three initiatives: the new MED website, an MED Twitter account, and the MED educators Facebook group. Our goal was to better connect members to establish dialogue about teaching, research and professional ethics. Even though we met these goals, the challenge now is getting content and followers so that we can continue to promote MED to external audiences. Jan Leach, teaching standards chair, and I will take a few minutes at the MED business meeting to discuss these initiatives.

I had hoped that using social media to announce the division's paper call would increase the number of competitive paper submissions; however, our numbers were significantly down this year. This is the biggest challenge I see facing the division. At the same time, the quality of papers accepted was exceptional. Kevin Stoker, research chair, did an amazing job putting together refereed-research sessions that cover a range of ethics topics.

I want to recognize and congratulate our newsletter editor Jenn Mackay for working so diligently on the newsletters this past year. The division published four newsletters in a timely manner that covered a variety of content including division updates, teaching articles and special topics pieces. Matt Duffy, PF&R chair, contributed a variety of pieces that brought a global focus to the division newsletter. I also want to thank Tom Bivins, the division webmaster, for moving the newsletter online so to increase the shareability of the newsletter.

Another success this year was the addition of our graduate student representative, Ryan Thomas, to the leadership board. Ryan was a great addition; he contributed to the newsletter and worked to promote MED to graduate students. Yet despite our efforts to engage graduate students, we only had five graduate student submissions to the Carol Burnett Competition. I definitely want to hear from members, both faculty and graduate students, about ideas to increase graduate student research paper submission, and overall interest in MED.

It has been an honor and a delight to serve in the MED leadership for the past four years. Thank you to those of you who served ahead of me, including Patrick Plaisance, Jack Breslin, and Shannon Bowen, who showed me the way. And a special thanks to current MED board members: Bastiaan Vanacker, Kevin Stoker, Jan Leach, Jenn Mackay, Ryan Thomas, and Tom Bivins. I know the division is in good hands moving forward.

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The Conferencer's Guide to Chicago

AEJMC returns to Chicago! Below you find a guide to help you enjoy the Second City après-conference.

by **Bastiaan Vanacker**

Programming Chair/Vice Head

Drinks and a bite near the conference hotel

- Having a group of academics agree on anything is a challenge, let alone have them agree on a place to eat and drink after (or during) the conference. Tastes and per diems tend to vary greatly. In those situations, the [Rock Bottom Brewery](#) (corner of Grand and State) is a safe bet and close walk from the conference hotel. Yes, it's a chain, but it serves decent food, almost always has tables available and brews its beer on site. There is a rooftop deck (great for lunch, but crowded at night), a bar area and a more quiet dining room.

- There is no avoiding discussing the famed deep dish Chicago pizza. I have to admit, however, that after five years in Chicago I still detest those pies. Too soggy, too bland, too much. There are quite a few deep dish places near the conference hotel. They can easily be recognized by the droves of tourists waiting outside, buzzers clenched in their fists, ready to fill up after an afternoon spent on Navy Pier: [Giordano's](#), [Pizzeria Due](#), [Gino's East](#)...
- If your ideal pizza does not resemble a pothole cover, [Quartino](#) may be a good alternative. Pizza, pasta, meats, and cheeses served in smaller portions meant to share make for a delicious lunch or dinner. In addition, this place also serves as a wine bar and offers the best deals on wine in this pricey neighborhood, with bottles starting as low as \$20. It does get busy (and very loud) on weekend nights, so call ahead if you plan to come here (or sit in the bar area).
- A bit of a hidden gem is [The Watershed Bar](#). A basement "parlour" that serves excellent small plates to share and features a fine list of local microbrews. The entrance to The Watershed is confusingly located inside another bar called "Pops for Champagne" located on State and Ohio, just three blocks west from the conference hotel.
- [Bijan's Bisto](#): A bit further away from the hotel, but also more removed from tourist central. A nicely adorned space serving burgers and bistro fare, a step or two above your average bar food. Open until 4 a.m. every day of the year.
- [The Billy Goat Tavern](#) might be swamped with tourists during the summer months, its burgers may be forgettable at best and the place probably relies too eagerly on its Saturday Night Live fame. Still, this storied tavern might be the most authentic Chicago experience within a two-block walk from the conference hotel. A favorite hang out of [Sun Times](#) and [Tribune](#) scribes, you'd wish the walls could speak. Its dank location (hidden below Michigan Avenue, take the steps down across the street from the Tribune Tower) and no-frills décor may not be for everyone, for others it may provide the perfect background to unwind after a day of conferencing.

Music

If the in-your-face blue collar Chicago attitude of the Billy Goat Tavern leaves you wanting for some high culture, consider strolling a couple of blocks west to [Andy's Jazz Club](#). Be sure to go early to avoid high covers and long waits. True jazz aficionados also may want to venture all the way north on the "L" red line (there is a stop two blocks from the hotel) to the Capone era [Green Mill Cocktail Lounge](#) in Chicago's Uptown neighborhood. According to many it's the best jazz lounge in the city. The Green Mill is located very close to the Lawrence "L" stop, which isn't always the most desirable place to be late at night (consider cabbing it back). Blues fans willing to travel should check out [B.L.U.E.S.](#) and [Kingston Mines](#), located across the street from one another in the city's Lincoln Park neighborhood, near De Paul University. A short ride on the red line (exit at Fullerton stop) and half a mile walk will get you there.

Better dining

Chicago is a city for foodies and there is no shortage of restaurants near the conference hotel. But the expensive steakhouses, tourist traps, bars and chain restaurants that dot the streets surrounding the conference hotel don't do justice to Chi-town's reputation as a food city. Venturing away from the hotel might provide a more rewarding restaurant experience.

A bit of a walk (0.7 miles) from the hotel near the Merchandise Mart, for example, you will find [Gilt Bar](#). Yelpers seem to complain a bit about the snooty service, which has not been my experience, but the excellent food and cozy, lively atmosphere will make you forget that discussant who wasn't mincing words when panning your paper. A similar ambience you will find at [Farmhouse](#), a farm-to-table restaurant located about a mile from the hotel. (French food lovers may also consider [Bistro Voltaire](#) next door.) And since we are in taxi-range distances now, I also should mention [The Publican](#), a unique beer-centered restaurant also inspired by farmhouse fare. (Reservations well in advance at all these places will be required to get you a table at peak times, especially during the weekend and for the immensely popular The Publican.)

If you are willing to walk a bit and have the Yelp app on your smart phone, you should be able to find a decent restaurant near the conference hotel. But Chicago is also a city of neighborhoods, many of which sport great eateries (mainly the whiter, wealthier north side ones; that too is Chicago). The city is best experienced through enjoying these neighborhoods, most of which are an easy "L" ride or cab fare away from the Marriot. [This list](#) of Bib Gourmand restaurants might serve as a good guide. (Or for those with a more generous per diem, this list of [Michelin star](#) restaurants). Enjoy.

For the culture vultures

There currently is an excellent Roy Lichtenstein retrospective running in the Art Institute Chicago. The exhibit provides an insightful look into the artist's dialogue with pop culture and the advertising esthetic that should appeal to media scholars. Since AEJMC's last stop in Chicago the AIC also added a beautiful new modern wing connected by a pedestrian bridge to Millennium park. A short walk down Michigan Avenue from the hotel, this is definitely worth a visit when you have a couple of hours to kill.

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MED Division Research and Panels: program

WEDNESDAY

12:30 p.m. to 6 p.m.

Pre-conference workshop: Ethics of Politics: Teaching it Well

Moderating/Presiding: Ginny Whitehouse, Eastern Kentucky and William Babcock, Southern Illinois at Carbondale

THURSDAY

8:15 a.m. to 9:45 a.m.

Media Ethics and Electronic News Divisions

Teaching Panel Session:

Storytelling in Electronic Media—The Bridge Between Public Relations and Broadcast Journalism

This panel brings together experts from both public relations and broadcast journalism to share perspectives on the art of storytelling as a medium of exchange between public relations professionals and broadcast journalists.

Presiding: Jared Johnson, Brigham Young

Panelists:

- Robert "Pritch" Pritchard, Oklahoma
- Michael L. Thurwanger, Eureka College
- Macon Mcginley, Georgia College and State University

1:30 p.m. to 3 p.m.

Refereed Paper Research Session:

Exploring Theoretical Models and Approaches to Enhance Scholarship

Moderating/Presiding: David Craig, Oklahoma

- Anthropological Realism for Global Ethics Clifford Christians, Illinois and Stephen Ward, Wisconsin-Madison
- The Moral Psychology of Journalism Exemplars Patrick Lee Plaisance, Colorado State, Elizabeth Skewes, Colorado and Joanna Larez, Colorado State
- The Ethics of Collaboration: Justice as Reciprocity and Capabilities, Lee Wilkins, Missouri
- Journalism Enhanced by Argumentation, Informal Logic, and Critical Thinking, David

Herrera, Missouri

Discussant: John Ferre, Louisville

5 p.m. to 6:30 p.m.

Media Ethics and International Communication Divisions

Teaching Panel Session:

Global Ethics: International Contexts and their Implications for Pedagogy

The increasing attention given to journalism and media ethics within AEJMC is dominated by perspectives developed within the free press tradition of the United States. Unfortunately, in many parts of the world there is not a similar set of guarantees in place. Some countries license journalists; others operate under severe censorship or demands made on them by state-monopoly media. How, then, can ethics be taught in such circumstances? How can it be established as a defining characteristic of professional practice and as a means to withstand the manifold pressures that journalists in such countries encounter on a daily basis? And how are publics to be taught that ethical practice is necessary to develop reliable, honest, and probing journalism in a vibrant democracy? How, then, should journalism and media ethics be taught effectively in such non-US contexts?

Moderating/Presiding: Robert S. Fortner, American University in Bulgaria

Panelists:

- Clifford G. Christians, Illinois at Urbana-Champaign
- Stephen Ward, Wisconsin-Madison
- Mark Fackler, Calvin College
- Catherine Cassara, Bowling Green State

3:15 p.m. to 4:45 p.m.

Media Ethics and Law and Policy Divisions

Teaching Panel Session:

Teaching Law and Ethics Together: Mixing Oil and Water

Due to teaching loads and budget cutbacks, more schools (at least 30 percent of the programs listed in the AEJMC directory), particularly small programs, are combining law and ethics into the same course. This strategy puts a burden on professors and students alike. This panel features advice from professors with experience in teaching a combined law and ethics course on how to successfully navigate these challenges.

Moderating/Presiding: Jack Breslin, Iona

Panelists:

- John Willia.m.s, Principia, IL
- Brian Steffen, Simpson, IA
- Ted Glasser, Stanford
- Joan Connors, Randolph-Macon
- Joyce Hoffman, Old Dominion

FRIDAY

8:15 a.m. to 9:45 a.m.

Refereed Paper Research Session:

What News Coverage of Critical Issues Tells Us About Journalists and Journalism

Moderating/Presiding: Jack Breslin, Iona

- “Spike the Football”: Truth-telling, the Press and the Bin Laden Photos Frank Vultee, Wayne State
- Covering White “Just-Us”: What Did Journalists “Really” Say About Ipperwash? Romyne Fullerton, Western Ontario; Maggie Peterson, Duquesne and Ginny Whitehouse, Eastern Kentucky
- Journalistic Ethics at the Border: How El Paso Times Journalists Balance Reporting the News and Protecting their Sources Cathleen Carter and Kris Kodrich, Colorado State
- Comparing Chinese and U.S. Journalism Students on their Perceptions of the Roles and Ethics of Journalism Jin Yang and David Arant, Memphis

Discussant: Tom Bivins, Oregon

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

Media Ethics and Cultural and Critical Studies Divisions

PF&R Panel Session:

“Class Warfare” in the Mainstream Media

At present, many states are weakening labor laws, incomes are being squeezed, the cost of healthcare remains the primary source of bankruptcy, and social programs are being drastically cut back. In systematic fashion, the American political economy that dates back to the FDR administration is being dismantled. However, when one hears of “class warfare” in mainstream media discourse, it is very rarely invoked to draw attention to the plight of the squeezed middle classes or poor. Instead, the term is more often deployed whenever it is suggested that the richest strata of American society, among whom an extraordinary amount of wealth is concentrated, pay higher taxes.

This panel explores issues around media, inequality, and labor, including, but not limited to: Problems in the structures and routines of reporting that give rise to the above imbalance; the emergence of social movements addressing inequality and how media coverage of them may influence their success; the role of the “commentariat” and opinion-driven news in driving the “class warfare” issue; and whether or not we have reason to be optimistic about the future.

Moderating/Presiding: Ryan Thomas, Missouri

Panelists:

- Robert Handley, Denver
- Christopher Martin, Northern Iowa
- Bonnie Brennen, Marquette

- Ted Glasser, Stanford
- David Orlikoff, Occupy Chicago

3:15 p.m. to 4:45 p.m.

Law and Policy and Media Ethics Divisions

PF&R Panel Session:

Is it in the Public Interest? *FCC v. Fox* and the Implications for Indecency and Culture

The panel will discuss the recent Supreme Court decision on the constitutionality of the indecency regime for over-the-air broadcasts. This panel also will discuss the issues that the case reflects, including: should the government regulate morality in light of free speech freedoms, why and how do we give power to some language (specifically profanity), what are the effects of profanity and sexuality on audiences, and what are the concerns of media companies versus those of parent groups?

Moderating/Presiding: Jason Zenor, SUNY-Oswego

Panelists:

- Clay Calvert, Florida
- Dan Isett, Parents Television Council
- K. Maja Krakowiak, Colorado at Colorado Springs
- Mina Tsay, Boston
- Erik Ugland, Marquette

8:30 p.m. to 10 p.m.

Media Ethics Division Members' Meeting

Moderating/Presiding: Kati Tusinski Berg, Marquette

SATURDAY

8:15 a.m. to 9:45 a.m.

Media Ethics and Public Relations Divisions

PF&R Panel Session:

Conflicting Systems of Ethics: The Media and The Military

The discussion of potential ethical conflicts between the media and the military began with a panel at AEJMC in 2011 and will continue with another panel at the International Society on Military Ethics in early 2012. Military academies provide extensive training in ethics and the military identity emphasizes ethical conduct. ACEJMC accredited academic programs require training in media law and ethics and media professionals see themselves as ethical. This panel will focus on specific cases of conflict between the military and the media. The objective of this discussion is to identify areas of compromise or cooperation; or to decide that conflict is ethically appropriate.

Moderating/Presiding: Michael Parkinson, Texas Tech

Panelists:

- Shannon Bowen, South Carolina
- Kenneth Plowman, Brigham Young
- Robert Pritchard, Oklahoma
- John Schmeltzer, Oklahoma
- Major Mark Swiatek, USAFA

3:30 p.m. to 5 p.m.

Refereed Paper Research Session:

The Ethical Implications of Digital Media and Social Cognition on Journalistic Practices

Moderating/Presiding: Jenn Burleson Mackay, Virginia Tech

- Ethics in the Digital Age: A Comparison of Moving Images and Photographs on Moral Reasoning
- Aimee Meader, Lewis Knight and Renita Coleman, Texas at Austin and Lee Wilkins, Missouri
- How Social Cognition Can Be Used in Journalism Training to Reinforce Ethical Standards of Practice
- Sue Ellen Christian, Western Michigan
- Idea Plagiarism: Journalism's Ultimate Heist Norman Lewis, Florida
- Florida Journalists' Engagement with Facebook: A Theoretical Analysis Sally Haney, Mount Royal

Discussant: Jane Singer, Iowa

1:45 p.m. to 3:15 p.m.

Electronic News and Media Ethics Divisions

PF&R Panel Session:

Weathering the Storm: What Happens When News Personnel Make the News?

In recent years, news and weather people sometimes have been the topics of negative news stories for nervous TV stations. How do stations handle coverage when their own personnel make negative news? Or when competitors' personnel make the news? Also, is there any systematic training in newsrooms for personnel about their personal behaviors and its potential impact on the station and themselves potentially? And are there behavior/morals clauses in contracts anymore? How should station PR be handled during these tricky times?

Moderating/Presiding: Jeanne N. Rollberg, Arkansas at Little Rock

Panelists:

- Phil Rosenthal, *Chicago Tribune*
- Bill Davie, Louisiana-Lafayette
- Wendy Wyatt, St. Thomas
- Charles Tuggle, North Carolina at Chapel Hill

- Joe Watson, Baker

SUNDAY

8:15 a.m. to 9:45 a.m.

Media Ethics and Public Relations Divisions

Refereed Paper Research Session:

The Ethical Implications of Digital Media and Social Cognition on Journalistic Practices

Moderating/Presiding: Shannon Bowen, South Carolina

- “Mind the CSR Communication Gap”: The Role of Authenticity in the Communication of CSR, Christopher Wilson, Weiting Tao, Sarabdeep Kochar and Mary Ann Ferguson, Florida
- Consumers’ Ethical Evaluation of Greenwashing Ads, Harsha Gangadharbatla and Kim Sheehan, Oregon
- Whistleblowing in Public Relations: Ethical Dilemma or Role Responsibility, Cary Greenwood, Middle Tennessee State
- Corporate social responsibility communication on the Internet: A Content Analysis of Fortune 100 Companies, Seul Lee, Eunji Kang and Mary Ann Ferguson, Florida

Discussant: Michael Palenchar, Tennessee

10 a.m. to 11:30 a.m.

Minorities and Communication and Media Ethics Divisions

PF&R Panel Session:

Examining News Coverage of American Indians by the Mainstream Media

Moderating/Presiding: Scott Manning Stevens, director, McNickle Center for American Indian and Indigenous Studies Newberry Library, Chicago, Illinois

- Framing Effects of Conflicts in Indian Country on Public Attitudes about Salmon and Sovereignty,
- Cynthia-Lou Coleman, Portland State
- Mainstream Media’s Coverage of Crime in Indian Country, Selene Phillips, Louisville
- Constructing a Reality: Mainstream. Press Images of American Indian,s Mavis Richardson, Minnesota State, Mankato
- Examining the Effects of ABC’s *Children of the Plains* on American Indian Identity

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