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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

Division Head: **Bastiaan Vanacker**

Vice Head/Programming Chair: **Kevin Stoker**

Newsletter Editor: **Ryan J. Thomas**

Newsletter Layout & Design: **Tom Bivins**

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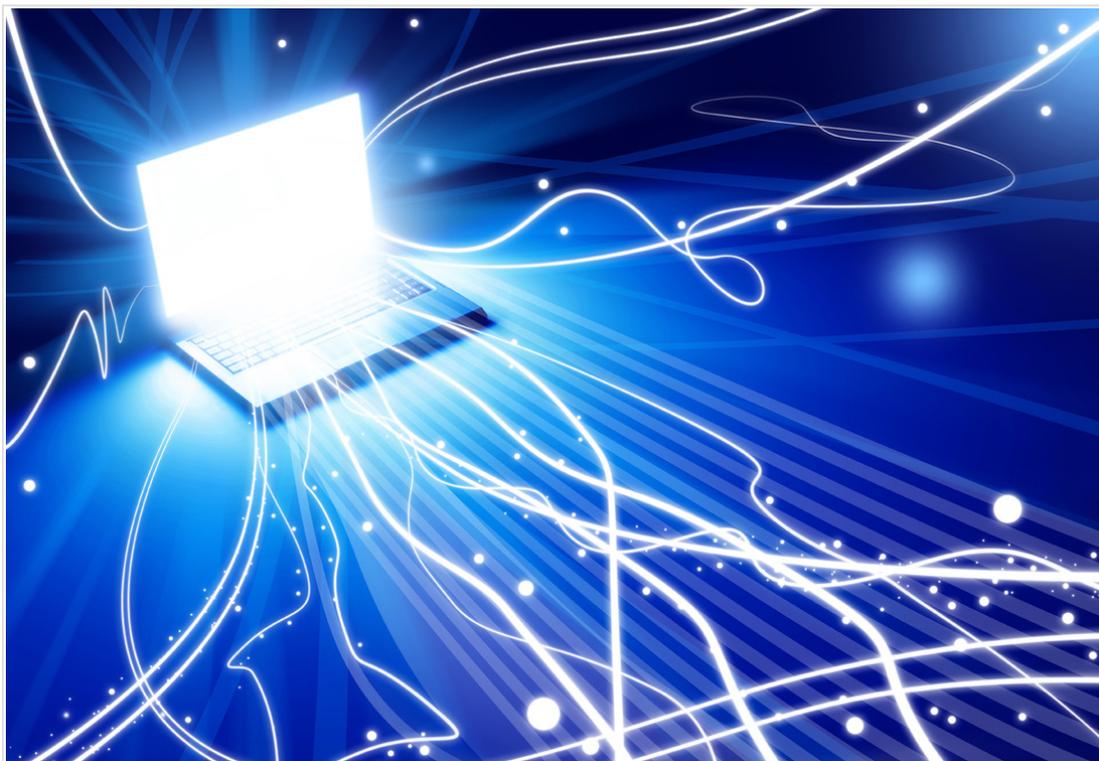
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8 Ways to Use Online Resources to Teach Ethics

by Jan Leach

Teaching Chair

Teaching ethics in this digital age is not the same as teaching ethics *with* digital tools. Both are good topics, but this list is intended to help you incorporate multimedia, new media, and other digital tools into teaching college-level media ethics or journalism ethics courses without being intimidated by technology. If you're looking for new materials or activities you might try some of these, which go beyond Facebook pages, group blogs, and Tumblr.

This collection is by no means comprehensive and there are undoubtedly more ideas we can share. Each suggestion is summarized broadly here; all will be posted to the [MED Teaching Resources website](#). For details, contact the MED contributor whose name is included. If you have or know other multimedia, new media or social media ideas, send them to

jleach1@kent.edu for inclusion on the teaching site.

ACTIVITIES

Ethics Portfolios

[Michael Bugeja](#), director and professor of the Greenlee School of Journalism and Communication at Iowa State University, has students create an ethics portfolio as their final project in his Media Ethics, Freedom and Responsibility class. Each contains a personal ethics code from students who are journalism majors and non-majors, mostly juniors and seniors.

According to the [website](#), “many of the portfolios dazzle and show just how much students are learning not only in the Greenlee School but also in the College of Liberal Arts and Sciences, College of Agriculture and Life Sciences, and College of Human Sciences at Iowa State University.”

Bugeja explained on the site that each student gave permission to share his or her work and that these are not necessarily the portfolios of students with top grades. The point is to show a range of topics – from broadcast to fashion merchandising, science communication to technology – and desired careers.

“These ethics portfolios have proved successful because all things being equal, employers are looking for responsible applicants,” Bugeja said.

Creating a Class Case Portfolio

[Ginny Whitehouse](#), associate professor of journalism at Eastern Kentucky University, gives this assignment early in the course and uses it throughout the term. She has students identify one area of professional interest they plan to pursue after graduation, such as public relations, journalism, fundraising, etc. The students work with Whitehouse to identify a professional code of ethics online and appropriate for this field.

Then students write two ethics cases from their professional area. The cases may include instances where ethical values were courageously upheld, where serious ethical lapses occurred, or where the right decision is hard to decipher. These may involve keeping promises, telling the truth, cross-cultural conflicts, secrets, privacy, and even the particular challenges with new media. Once the cases have been edited, Whitehouse creates a class portfolio in Blackboard (course management system) for students to use when completing different reflection papers.

Whitehouse’s requirements for the cases include:

- They must be based on real scenarios that have occurred since 2002,
- They may include material from multiple sources,
- Client names may be changed but source names must be accurate,
- No hypothetical cases may be used, nor can students use incidents from their own experience or from textbooks.
- Sources must have first-hand knowledge of the case.

Whitehouse also describes specific writing requirements for the cases and the reflection papers, which take the place of research papers

Advocacy Communication

[Jacqui Lowman](#), assistant professor of professional communication and journalism at the University of Maine at Presque Isle, discussed a class project that entailed working with a nonprofit organization. The class helped the organization gain greater recognition and communicate more effectively. Lowman said students needed to be sensitive to the people involved in the nonprofit – honor their knowledge, experience and hard work.

To do this, among other things, the students watched a video on prize-winning photos. She said they were learning how people work with others to tell their stories without exploiting them. In the video, photographer Carol Guzy says that empathy isn't understanding how someone feels but feeling how the person feels. That resonated with Lowman's students so she turned to another favorite resource, YouTube, for examples.

Lowman's class watched clips from a presidential debate between George H.W. Bush and Bill Clinton. An audience member asked the candidates how the recession had affected them personally. Bush asked the woman how she could think he wasn't affected. He said that she had no idea what he had to deal with. Clinton said that in a small state such as Arkansas, he knew people personally and could feel their pain.

"Many of my students were way too young to remember the original debate, but they chuckled and said that now they knew why Clinton defeated Bush," Lowman explained.

The class also watched the famous JFK "Ich Bin Ein Berliner" speech. "A number of students knew that the German was not grammatically correct," Lowman said in an email, "but as we talked about the historical context of what the people in Berlin had gone through and the impact of a presidential visit, we felt their thrill.

"For us, ethics without empathy and application are hollow principles," Lowman said.

Joint Listserv

[Tom Cooper](#), professor of visual and media arts at Emerson College, described a project he first designed with Dr. Tom Brislin, professor at the University of Hawaii at Manoa.

He and Brislin created a joint listserv so that their students in Boston and Honolulu could create a joint "cyberclass" by which they solved ethical problems involving new technologies together online.

Cooper said in an email that students envisioned media not yet in use and had to *anticipate* the ethics issues forthcoming media might create, then give websites/tools/resources for handling these.

Cooper later changed gears, he said, and had his students work with students in Chile and in South Africa so they could compare our media-created image of "apartheid" in the U.S. and Chile with what apartheid was genuinely like in Johannesburg, Capetown and Durban.

“We created joint websites together and students became the equivalent of ‘pen pals,’ Cooper said. The class created ethics strategies together to prevent “myth- understanding” of other peoples generated by the media.

Group Work

[Bill Babcock](#), professor in the School of Journalism at Southern Illinois University, uses a group project in both his undergraduate and graduate ethics classes.

He divides the class into small groups, with each group focusing on multimedia, new media, social media, a newspaper, a cable station, a TV station, a radio station, a magazine, etc. Each group has the same assignment: to monitor that medium's coverage of an event. For example, during the past presidential elections, I asked each group to report weekly on how that medium/organization covered the presidential race. For example, was the coverage fair, responsible, ethical, etc.? Babcock said the students then compare and contrast these evaluations during class.

RESOURCES

PollEverywhere

[Wendy Wyatt](#), associate professor of media ethics and chair of the Department of Communication and Journalism at the University of St. Thomas, said she likes to use [PollEverywhere](#) to do instant polling in her ethics classes, particularly when we're talking about an issue that may be sensitive. It allows students to give anonymous responses that then pop up on a screen. For small polls, the system is free.

Guide to Online Media Ethics

[Jerry Ceppos](#), dean of the Manship School of Mass Communication at Louisiana State University, said he focused his ethics session last year almost entirely on Internet or "new-media" ethics. Almost every case the class discussed was a live one, breaking that week.

During the semester, he and his students gathered string and then published six-page, notebook-sized "First-Ever Guide to Online Media Ethics." The booklet things like social media, images, public figures, etc.

“The Falling Man” video

[Paulette Kilmer](#), professor of communication in the College of Languages, Literature and Social Studies at the University of Toledo, said she shows every ethics class the documentary titled [“The Falling Man”](#) about a reporter's attempt to identify the man who became the poster child for the 9/11 jumpers at the World Trade Center.

“We get into issues like maintaining the authenticity of experiencing and airbrushing unpleasant, upsetting, or contrary things out of history,” Kilmer said in an email.

“We also talk about privacy, accuracy, exploiting trauma victims, serving the public...”

TEACHING RESOURCES

Stephen J. A. Ward, Professor and Director of the George S. Turnbull Center in Portland, of the University of Oregon, authored an [article](#) for PBS Media Shift discussing the challenges of teaching ethics to students who have come of age at a time when “the speed of new media tempts many users to ignore the restricting methods of accuracy and verification.”

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Getting Social

by **Bastiaan Vanaker**
Division Head

During the last three AEJMC's conferences, our members' meeting concluded with attendees marching to a nearby watering hole for some socializing over a beverage and food. Many of you, including myself, have grown fond of this tradition started by [Shannon Bowen](#). Unfortunately, we will not be holding a social this year. We were not able to secure a venue reasonably close to the hotel (no one wants to walk too far in DC in August) that would let us have our own space at a reasonable price.



SORRY... NO SOCIAL THIS YEAR.

Last year, we were able to allocate unused travel stipends and a generous sponsorship by the [Center for Digital Ethics and Policy](#) at Loyola University Chicago to pay for \$800 worth of food and drinks. I think everyone who came will admit that the social was a success, even if attendance was lower than anticipated based on the RSVPs. Unfortunately, we cannot count on finding generous donors every year and it would not be fiscally responsible to dig that deep into our division funds for a social event. With the conference having shifted to a Thursday-Sunday format, socials are destined to be on a weekend night, when prices for private rooms are far above our budget. This does not have to be the end of a short-lived tradition; I hope it isn't, but I'll leave it up to my successors to decide if and in what format we will continue the social.

As for this year, there will be plenty of opportunities for impromptu socials for those of us who want to extend the conversation post-meeting. A number of university socials will be going on after our members' meeting (which takes place Friday at 6.45) and MED and LAW member [Erik Ugland](#) also extended an invitation to all MED members to join the law division social immediately following our meeting.

In addition, MED is also organizing a luncheon on Thursday between 12.15 and 1.45 pm. This get-together originated out of a fruitful email discussion we had with former MED chairs earlier this year about the challenges facing our division. [Bill Babcock](#) suggested that we'd continue the conversation face-to-face during a meal at AEJMC. We embraced this idea but decided to

also include former Burnett winners as well as some of the graduate student and first time presenters to this gathering. We were not able to open this event up to all MED members, but there are still quite a few available spots and we welcome any MED member who wants to join this informal gathering until all slots are filled. Please [email me](#) if interested. The luncheon will take place at a pizzeria a block away from the conference hotel.

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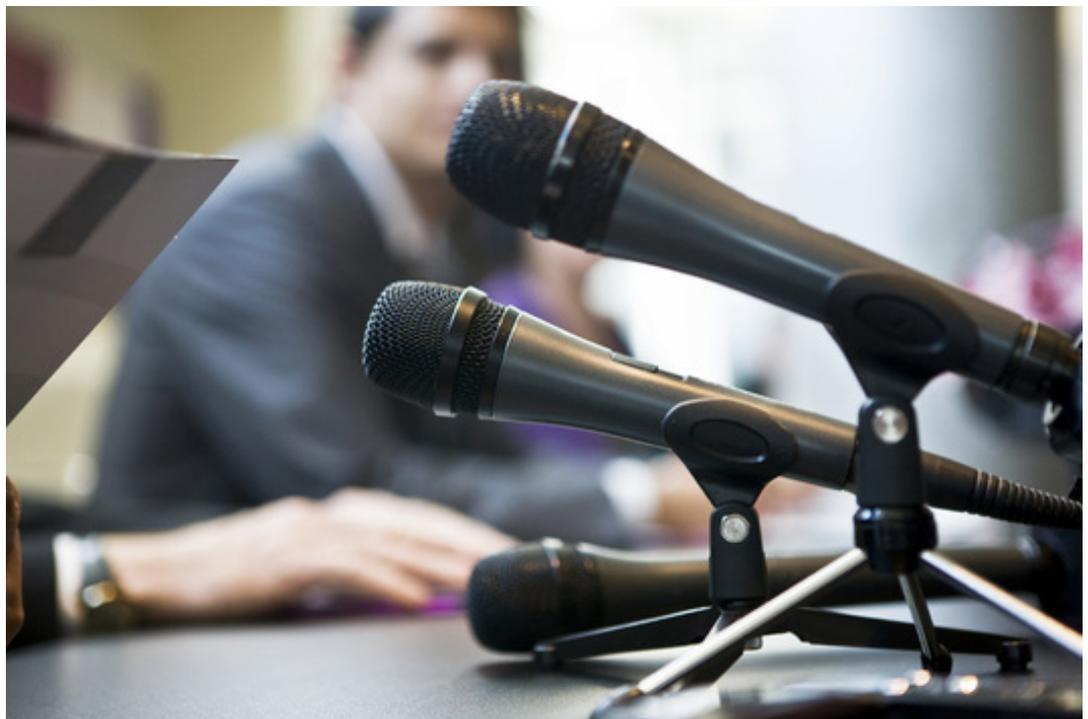
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Panels Will Explore PR and Global Communication Ethics in a Digital World

by **Matt J. Duffy**
PF&R Chair

With the AEJMC conference around the corner, I'd like to take the opportunity to introduce our members to the panel sessions organized between the Media Ethics Division and the Public Relations and Law & Policy divisions.



Public Relations panel

The PR panel, "Teaching Ethics in a Changing, Converged Media Climate," will generate a stimulating conversation among ethics and public relations professors.

The panelists will discuss what they see as the main challenges in teaching ethics in a changing media environment, at both undergraduate and graduate levels. Examples include the widespread acceptability of piracy, the lack of clarity on using content from websites, customer reviews as part of public relations, and potential expectations to edit content on Wikipedia and

other related pages.

Panelists will be asked to identify what PR classroom ethics content should be included. They will also discuss methods for engaging students in a meaningful dialogue about ethics as well as the best methods to measure student outcomes regarding ethics.

Lucinda Austin of Elon University helped organize and will moderate the panel. Representing the public relations professors will be Tom Kelleher of Hawaii at Manoa and Elizabeth Toth of the University of Maryland. On the ethics side of the panel will be Wendy Wyatt of the University of St. Thomas and Kevin Stoker of Texas Tech University.

The panel will take place on Sunday, August 11, 2:30 p.m. to 4 p.m.

Law & Policy panel

The collaboration with the Communication Law and Policy Division will be a panel entitled “Freedom of Speech and the Press Around the World: Approaches to Reconciling Diverse Values.” The panel will discuss the ethical and legal issues of the global communication environment created by technological advances such as YouTube, Twitter and Facebook.

For instance, restrictive governments often control the flow of accurate information released through these new media channels that get around state censorship. Even mature democracies may be tempted to try to regulate controversial speech on the Web, especially if it is suggested that it might incite violent reactions.

Do U.S.-based organizations need to respect cultural differences, or should they attempt to uphold First Amendment values wherever they do business?

Recent issues that will likely be discussed are the anti-Muslim YouTube video that stirred controversy last year and the recent announcement from Twitter that it will comply with requests from European countries for information on people who engage in “hate speech.”

Jane E. Kirtley of the Silha Center for the Study of Media Ethics and Law at the University of Minnesota will moderate the panel. The panel will feature Ambassador Michael G. Kozak, a former ambassador to Belarus and a special envoy for the Department of State.

Representing the legal perspective will be Greg Lisby of Georgia State University, a lawyer and media law researcher. The global ethics perspectives will be represented by Sahar Khamis of the University of Maryland the co-author of the book “Egyptian Revolution 2.0: Political Blogging, Civic Engagement and Citizen Journalism” and Mark Fackler of Calvin College, a global communication ethics researcher.

The panel will take place on August 9 at 8:15 a.m. to 9:45 a.m.

I hope you’ll be able to join us at one or both of these panels.

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Research Success and AEJMC Panel Schedule

We've got a strong set of research panel sessions lined up for the Media Ethics Division this year. Paper submissions increased by 70 percent over last year. We had a total of 39 submissions this year. We had a nice increase in graduate student submissions this year with eight submissions for the Carol Burnett award. That was an area where we struggled last year. We also had five papers submitted to our special paper call on Entertainment Ethics.

While this is largely exciting news, we still have a way to go before we will be up to the 49 paper submissions that we had in 2011. Nonetheless, we made some healthy progress. Thank you to everyone who contributed a paper or who encouraged a graduate student to submit a paper to the division.

One thing I'd like to mention is that most of our submissions seem to be related to journalism in some way. We still don't seem to be attracting a wide variety of ethics research from public relations, advertising, or other types of mass media. I hope that we'll find a way to get the attention of scholars who are working in those areas so that we can see our division grow.

We have four research panels sessions and one scholar-to-scholar session this year. We have a session on Sunday morning, which includes two of our award-winning papers. If you're still in town, please try to make it.

Here's a rundown of our research paper schedule:

Thursday, August 8

10:00-11:30 a.m.

When Technology Collides with Mass Media Ethics: Exploring the Internet, Photography and the Role of the Audience

Discussant: Jane Singer, University of Iowa

Moderator: Bastiaan Vanacker, University of Loyola-Chicago



Fit to post but not fit to print: Channel consistency and virtue ethics for legacy print journalism organizations

Chris Roberts, University of Alabama

Comparing the ethics of citizen photojournalists and professional photojournalists: A coorientational study

Tara Buehner, University of South Carolina

Ana Keshelashvili, University of South Carolina

In search of an ethics code for the 21st Century Audience

Mohammad Yousuf, University of Oklahoma

David Craig, University of Oklahoma

The dialogic potential of social media: Assessing the ethical reasoning of companies' public relations on Facebook and Twitter

Angela Lee, University of Texas at Austin

Homero Gil de Zuniga, University of Texas at Austin

Tom Johnson, University of Texas at Austin

Renita Coleman, University of Texas at Austin

The pursuit of privacy and common good: The theory and practice of ethical big data mining for socio-economic development

Debashis "Deb" Aikat, University of North Carolina-Chapel Hill

Thursday, August 8

3:15-4:45 p.m.

From Public Health to Reality TV: Examining Ethical Violations and Concerns in the Mass Media

Discussant: David Arant, University of Memphis

Moderator: Jenn Mackay, Virginia Tech

Ethical issues and responsibilities in the production of reality shows: Reorienting the moral compass

Jelle Mast, Erasmus University College-Brussels

Humanity as an end: Analyzing Trayvon Martin shooting coverage using Kant's second categorical imperative

Chad Painter, Eastern New Mexico University

Erin Willis, University of Memphis

Manifestation of stakeholder model of communitarian ethics in the U.S. newspapers: An examination of ethical concerns in the promotion of public health (Runner-up, Carol Burnett award)

Lok Pokhrel, Washington State University

Examining the critics' criticism: A bibliographic essay on journalism review research

Susan Keith, Rutgers University

Journalists' social capital and moral development
Hyunjeong Choi, University of Texas at Austin

Scholar-to-Scholar session:

Friday, August 9

1:30-3:00 p.m.

Discussant: Julianne Newton, University of Oregon
 Juan Williams, NPR, and role-related responsibilities
Ryan J. Thomas, University of Missouri-Columbia
Elizabeth Blanks Hindman, Washington State University

Probing race: Racial discourse analysis in journalism practices, an ethical approach
Venise Wagner, San Francisco State University

Assessing the impact of Chinese journalism education on undergraduate student professionalization
Jin Yang, University of Memphis
David Arant, University of Memphis

Hack, flacks, and whacks: A pilot study of the utility of individualistic ethical orientation as a variable of interest in the study of media ethics
 Joye Gordon, Kansas State University
 Bonnie Bressers, Kansas State University

Friday, August 9, 2013

5:00-6:30 p.m.

Social Responsibility and the Pursuit for Mass Media Morality

Discussant: Michael Bugeja, Iowa State University
 Moderator: Susan Keith, Rutgers University

"One night of prime time": An explorative study of morality in one night of Dutch prime time television (Special call winner)

Serena Daalmans, Radboud University-Nijmegen
Ellen Hijmans, Radboud University-Nijmegen
Fred Wester, Radboud University-Nijmegen

From thinking to doing: Effects of social norms on ethical behavior in journalism (Top faculty paper)

Angela Lee, University of Texas at Austin
Renita Coleman, University of Texas at Austin
Logan Molyneux, University of Texas at Austin

Manifestations of moral courage among U.S. media exemplars
Patrick Plaisance, Colorado State University

Leaving it there? The Hutchins Commission & modern American journalism

Emily Metzgar, Indiana University
Bill W. Hornaday, Indiana University

The ethical roots of the public forum: Pragmatism, expressive freedom, and Grenville Clark
David S. Allen, University of Wisconsin-Milwaukee

Sunday, August 11

9:15-10:45 a.m.

Maneuvering Ethically Amid Legal and Governmental Pressures on The Mass Media

Discussant: Norman P. Lewis, University of Florida

Moderator: Jack Breslin, Iona College

In the shadow of giants: The ethics of crime reporting rituals in Ireland & Canada (Professional Freedom and Responsibility winner)

Romayne Smith Fullerton, University of Western Ontario

Margaret Patterson, Duquesne University

One journalist, two roles: What happens when journalists also work as media coordinators?

Edson Tandoc, University of Missouri-Columbia

Jonathan Peters, University of Missouri-Columbia

Keeping HIV/AIDS newsworthy: Ethical dilemmas

Ammina Kothari, Rochester Institute of Technology

Hit by the silver bullet: When journalists consider withholding information on national security grounds (Winner, Carol Burnett award)

John Lumpkin, University of Colorado

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State of the Division Report

by **Bastiaan Vanacker**

Division Head

For a large part of the year, the chair of an AEJMC division leans back and nods in approval as the other officers are laboring to put a conference program together. When June rolls around, however, the chair has the onerous task of compiling the annual report of the division. These reports then serve as the basis for the assessment of the division that takes place once every five years (MED is being evaluated this year).

Chairs are required to answer the following question (among others):

Please write a bullet-point statement (500 word maximum), to be co-authored by the outgoing and incoming Heads, addressing:

- 1) *What are your most important goals for the upcoming year?*
- 2) *What goals did your group set this year that you were unable to reach? Why?*

I have devoted my year at the helm of MED thinking about these very issues. Spurred by our low submissions number in last year's research competition, I decided to consult with the current MED leadership and former MED chairs about how we can do better as a division. Thanks in part to the hard work of our research chair Jenn Mackay and in part to the unpredictability of the process, submissions were up significantly this year. But this discussion was about more than submission numbers: it was a critical look at what we do well and what we can do better.

After having been active in the division for six years, and having talked to many of you, I think that the general consensus is that we excel at what matters most, producing quality research. A substantial group of excellent scholars devote their research to ethics. Even in years when submission numbers were low, the quality of presented research was consistently high. Our field is continuously infused with new theoretical, methodological and topical approaches. As a young discipline, we have the flexibility to incorporate these in the canon. The spectacular



growth in international/global media ethics scholarship in the last fifteen years is but one example of our ability to adapt and incorporate new strains of research.

This flexibility comes at a price, as it is not always clear what the accepted methods and conventions of the discipline are. The theoretical/philosophical essay style articles are challenging to write for researchers lacking a philosophy background or they may be uncertain how this type of research is evaluated. While this is by no means the only type of research produced within the division, there might be a perception out there that it is. We should be thinking about communicating more clearly to non-ethicists how to produce media ethics research. Incoming division head Kevin Stoker is committed to dedicating a chip to a panel on this topic at next year's conference.

We have also observed that we have become a *de facto* journalism ethics division. This year – and this trend stretches back a couple of years – the research submitted to our division is almost exclusively journalism-related. People doing research on the ethics of advertising, PR, visual communication, or new media seem to prefer to submit their research elsewhere. We can only speculate about the reasons for this; perhaps we are perceived as too theoretical by PR and advertising folks, or perhaps because most of our members tend to gravitate towards journalism research, other research strands have suffered harsher treatments by reviewers. Whatever the cause, we need to work on attracting a broader range of scholarship in order to continue to grow as a division.

Lastly, we also can improve on attracting new, young scholars. There are some indications that fewer graduate students are focusing in on media ethics research (see my article in our [winter issue](#)) and it is important that we try to welcome those who are into the division. Many of us have become involved with the division as graduate students and maintained to do so once we became professors. The MED colloquium that paired up seasoned researchers with young guns served as an excellent breeding ground for media ethics researchers, the fact that the colloquium series has ended has affected our ability to recruit media scholars.

These insights led me to articulate the following list of goals and challenges for the division.

- Continue to bring in new members to the division
- Develop judging sheets that allow jurors to score according to the particular demands of ethics research
- Communicate better to non-MED members and new members how one best conducts ethics research
- Have an MED Chair attend APPE
- Continue the discussion about the focus and future of the division
- Organize a “how to do ethics research” session at AEJMC 2014
- Maintain 40+ paper submission to AEJMC
- Identify and reach out to grad students and grad programs focusing on media ethics research
- Continue to be a voice advocating for the need for media ethics courses at all communication and mass media programs, both at the undergraduate and graduate level

- Increase diversity
- A lot of ethics research is being presented at other divisions. Why do these people submit to other divisions rather than to MED?
- Direct our teaching, PF&R and research less exclusively on journalism and make concerted efforts to include other areas like public relations, advertising, new media, etc. to avoid becoming solely a “journalism ethics” division
- Find a graduate liaison
- Work with Patrick Plaisance, new editor of JMME on establishing a relationship between MED and JMME
- Developing a social media strategy for our division
- Continuing to advocate an international focus in teaching, research and PF&R
- Increasing the institutional memory of the division

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Teaching Ethics and Trauma

by **Ginny Whitehouse**

There is still time to get your seat in the “Teaching Ethics and Trauma” pre-convention workshop, co-sponsored by the Media Ethics Division and the [Dart Center for Journalism and Trauma](#). The workshop is designed to give seasoned professors and new instructors tools to address the realities of trauma for their students. Nationally recognized author and Columbia University Professor [Ari Goldman](#) will help faculty identify essential competencies for students reporting on trauma. Ethics scholar [Lee Wilkins](#) will help faculty consider the ethics of deadline reporting for student journalists. Former America’s Most Wanted publicist and media ethics professor [Jack Breslin](#) will explore reality TV’s impact on students’ understanding of trauma and violence.

The pre-convention workshop will be held from 12:30 to 6:00 p.m., Wednesday, Aug. 7, 2013, at the AEJMC main convention site, the Renaissance Washington, D.C. Registration is limited to 30; cost is \$50, \$40 for graduate students. Please sign up for this workshop when registering for the AEJMC conference. Call AEJMC if you have already filed your convention registration and the staff will add the workshop to your program events. For additional information, contact [Ginny Whitehouse](#) at ginny.whitehouse@eku.edu.

We're looking forward to seeing you in DC!

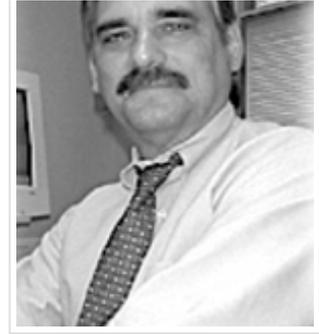


ART GOLDMAN



LEE WILKINS





JACK BRESLIN

 **DART CENTER FOR JOURNALISM & TRAUMA**
A PROJECT OF COLUMBIA JOURNALISM SCHOOL

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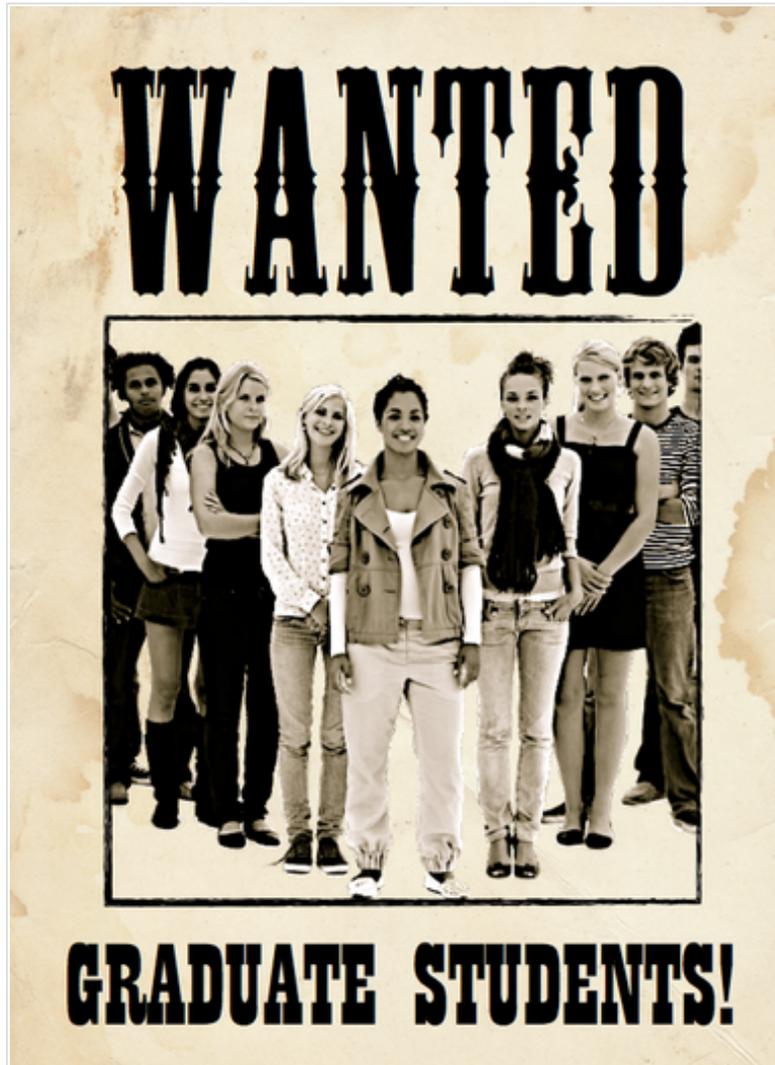
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by **Ryan Thomas**
Newsletter Editor

Hey! Pop quiz!

1. Are you a graduate student?
2. Are you interested in media ethics?
3. Do you want to meet fellow graduate students and faculty interested in media ethics?

If you answered “yes” to all of the above, I strongly recommend you put yourself forward for consideration as the Media Ethics Division’s graduate student representative! Serving as the graduate student rep is an excellent way to establish contacts with aspiring, junior, and veteran scholars in the ethics field. The duties are very straightforward:

1. Promote the division to other graduate students and graduate programs.
2. Promote the Carol Burnett award (an award given yearly for the top research in media ethics by a graduate student).
3. Write a quarterly column for the newsletter.

If you are interested, stop by the division meeting at this year’s conference.

Oh, and faculty members: here’s a pop quiz for you.

1. Do you supervise graduate students interested in media ethics?

If you answered “yes” to this very straightforward quiz, then why not do your part for the division and recommend that your student put themselves forward as graduate student rep? Without the encouragement of faculty members, graduate students may not know such a position exists. Similarly, if you teach a graduate class in ethics, I do hope you are encouraging your students to submit their papers for the Carol Burnett award. It is vital to the health of our division that we get graduate students interested in ethics research, and this is one avenue where you can play your part.

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