

~ MEJO 141.4 – Media Ethics: The Spring 2022 Edition ~

Classroom: Carroll 33

Time: TR 3:30-4:45 p.m.

Instructor: Dr. Lois Boynton

Office: 237 Carroll

e-mail: lboynton@email.unc.edu

Home phone: 919/960-6093 (leave message if needed)

Stop by! Office and Zoom

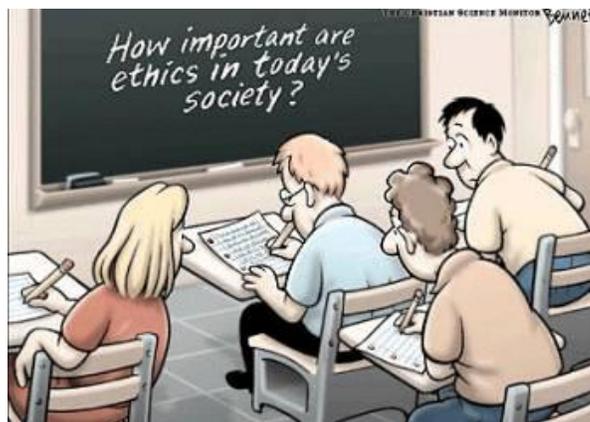
Office hours: M 10-11:30 a.m. and 2-4 p.m.;

TR 11 a.m.– 1 p.m.,

W 10-11 a.m. -Zoom only;

and by appointment.

I'm happy to schedule an appointment if these times don't work for you. All you gotta do is ask!



*** see Sakai for Zoom links and passwords**

Here we go again!

Yep, we're meeting in person this semester ... unless we're not! We're going to have to play it by ear and pivot if/when we have to.

As I noted in the Jan. 6 email message, the success of this class relies on our ability to have meaningful discussions, which are most effective when we're able to talk face-to-face (or, mask-to-mask, as the case may be).

No doubt, we will have some challenges. To lessen some of them, here are 2 resources:

- ♦ I'll record class meetings and post on Sakai in the Resources tab.
- ♦ I'll live-stream class meetings via Zoom without active engagement for the first 3 weeks for those who have mitigating COVID circumstances that may require isolation or quarantine.

Masks? Yep!

'COVID Community Standards are applicable to all students ... and are a precondition to University enrollment and access to University facilities. The COVID-19 Community Standards are also applicable to recognized student organizations.'

'Failure by students or student organizations to adhere to these Community Standards may result in administrative and/or disciplinary action, up to and including disenrollment from the University or loss of University recognition.'

'Students who have an authorized accommodation from ARS have an exception.'

More information [here](#).

Please note that Zoom is only available for serious emergencies and not as an acceptable alternative to attending class in person.



Where's it at? Syllabus contents: <ul style="list-style-type: none">♦ Attendance – p. 3♦ Participation criteria – p. 3	<ul style="list-style-type: none">♦ What's on the Sakai site – p. 4♦ Grades/grading – p. 4♦ Assignment highlights – p. 5	<ul style="list-style-type: none">♦ Support services 4u! – p. 6♦ ACEJMC accreditation info – p. 7♦ Week by week – pp. 8-13
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on with the show!

[ABOUT]

We're going to look at the relationships of **professional** ethics, ethical dilemmas, and ethical practices within a variety of media professions – print, broadcast, and online journalism; various visual communications approaches for news, business and social interactions; public relations; advertising; and even hybrids.

This class permits all students opportunities to explore – both in-class discussions and written assignments – what constitutes professional ethical practices, what interferes with acting ethically, and what emerging ethical issues may challenge you as the newest generation of professional communicators.

Prereqs? Nope!



MEJO 141 meets the Gen Ed requirement for philosophical and moral reasoning (PH):

That means, during the semester, each student will complete at least 10 pages of writing. As you'll see in the week-to-week schedule, there are a few writing assignments that, together, meet this stipulation.



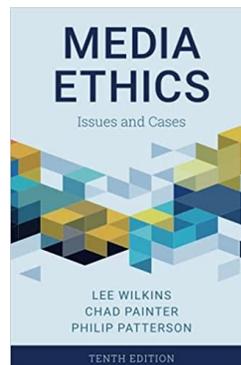
Check your UNC email at least once daily. You're responsible for course communications I send via email.



The purpose of this class is to help you make effective ethical decisions within your profession. Course objectives include:

- ① What goes into making an ethical decision? Explore ethical foundations to apply in professional ethical dilemmas;
- ② The value of having a process: Applying ethical codes and standards of our professions to resolve ethical dilemmas;
- ③ Critically analyze ethical expectations and challenges in our professions through reading, writing and discussing communication topics found in trade journals and other media.

← da book:



Media Ethics: Issues and Cases
by Lee Wilkins, Chad Painter, & Philip Patterson, **10th edition**

Plus, scintillating readings on Sakai in the Resources Folder

All assigned readings should be completed before the appropriate class sessions for which they are assigned to ensure that you're ready to discuss, ask questions, offer opinions, disagree, argue, share knowledge, etc. That's what will make this class fun!

About the content: This course may at times include topics, materials and discussions that can be disturbing or distressing, and it is difficult, if not impossible, to anticipate all the directions our conversations may take. If you find it necessary to step out of class, you may do so without penalty. However, you still are responsible for any material covered during time that you miss, and you should arrange to get notes from a classmate. I will record class meetings and post them on Sakai, as well. I will be happy to meet with you if you have concerns. Please also remember that the university provides a number of resources and services to help you cope with any difficult challenges you face while part of the Carolina community and beyond.



Always Be Curious

This is a real-world class in which we're going to examine the challenges and dilemmas of today's media and communication professions. Please keep up with what's going on in the world and in your profession through regular reading/viewing of traditional and evolving media channels.

One resource I like is [The Skimm](#); you may have others. Find ethical issues that professionals in your field face by taking a look at the trade journals like *PR Week*, *Ad Age*, *Columbia Journalism Review*, among others.

See something interesting? Bring it to class or post it on Sakai! The more the merrier!

Attendance and Participation

Please be here! You'll find it to be handy. I consider this a professional environment and you to be the professionals (OK, I'll be professional, too!). In the professional world, there's no such thing as not attending a meeting or workday "just because." Treat attendance as an expectation.

In short, attendance is expected but not sufficient condition for an outstanding participation grade. In addition to attending class twice a week, I expect everyone to be **active** participants in the class and small-group discussions and on Sakai forums— ask questions, offer your opinions, and challenge.

You'll find it makes learning easier and even more fun. Yes, it's a large class, but we can make the community interactive and ethical decision-making more effective through dialogue. Join the fun!

Here are criteria I follow for determining the participation portion of your grade. I'll also ask you to assess yourself via these same criteria at the end of the semester.

<p>A (9-10) Consistently participates in class and/or online twice a week. Thought-provoking ideas, asks/ posts interesting questions. On time. No absences.</p>
<p>B (7-8) Participates in class and/or online once or twice a week consistently through semester. Good ideas, asks/ posts questions. On time, no absences.</p>
<p>C (5-6) Participates in class and/or online time to time. Mostly prefers to lurk. Pretty good input but doesn't speak up/ contribute online consistently. Attends classes.</p>
<p>D and F (<=4) Barely says anything all semester whether in class or on Sakai Forums. Mostly lurks even if has good attendance. May or may not be on time.</p>

Negative participation includes not paying attention, being late to class, using social media, distracting others, or not treating the course or others with respect. Don't do that.

Bottom line: You can't contribute to class discussion if you're not in class.

And, remember: Zoom-ing is only an emergency option.

The following **attendance policy** is in effect this semester. It aligns with the [university's class attendance policy](#), which states in part, 'No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences' – authorized university activities, [religious observances](#), disability, serious health problem, or emergency approved by dean of students.

You may be absent from class **3 times** (excused or unexcused) before I take points off for missed classes.

For each class you miss after 3 – your final grade will be lowered by 3 points. For example, if your grade average is a B- (81) and you have four absences, your final grade will be C+ (78).

DO NOT waste your absences on "the weather's too nice (or too lousy) to come to class" and then ask for an exception to the attendance policy if you are ill.

Please note that you're accountable for any material covered during class, and you will lose credit for any in-class assignment or activity you miss because you did not attend. Plus, in-class work is, as the name suggests, to do in class.

Please communicate with me early about potential absences. And, be aware that you are bound by the [Honor Code](#) when making a request for a University-approved [absence](#).

- ♦ **Syllabus** – You know, this thing you should check every now and then...
- ♦ **Resources** – PowerPoints, readings. PowerPoints are merely outlines for discussion – I do not provide all the detail – that’s what listening and note-taking are for. Every career requires you to take good notes to make sure you report accurately, represent your clients accurately, and get the names accurate for photo cutlines. Additionally, I’ll record class meetings and post them in Resources.
- ♦ **Assignments** – in-class and homework. Any homework assignments announced In class will be posted after that class period.
- ♦ **Forums: Yes, participation in Sakai forum discussions counts as class participation.** Continue and/or spark class discussions.
- ♦ **Gradebook:** I will post grades. If you have a question about a grade, please bring it to my attention within a week of it being posted (rather than waiting until the semester ends).



Assignments and deadlines



All **homework assignments** are due at the beginning of the designated class period (aka, 3:30 p.m.). Late papers (3:31 p.m. and later) will receive a reduced grade unless you and I agree before the assignment is due that it can be late. No assignment will be accepted if it is turned in more than 24 hours after its deadline – it’ll get ya a zero.

In-class assignments are just that – you’ll work on them in class and turn them in when class ends. Missing an in-class assignment constitutes a zero for that item.

***NOTE: Please save all assignments as Word or PDF documents ***

Your final grade will be based on

*Homework	13%
*Participation (in class and/or on Sakai forums)	10%
*In-class assignments, quizzes (<i>lowest dropped</i>), etc.	12%
*TARES group project	15%
*Research participation	5%
*Test	10%
*Midterm exam	15%
*Final exam	20%

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
(and +/- as appropriate)

❖ **Extra Credit: It’s unlikely you will receive extra credit opportunities in this course. In the rare event that they occur, they will be class wide, so please don’t ask for individual extra credit assignments.**



A Few Words on Grades: I follow the [University’s Grading Standards](#), adopted by the Faculty Council. *Fabulous* reading, I assure you!!

Grades are not negotiable, but I will give every consideration to concerns you have about a grade, IF the concern is identified **promptly**. If you have questions about or dispute a grade, the issue needs to be taken care of within a week of receiving that grade. The only grades I’ll discuss at the end of the semester are those assignments you complete at the end of the semester.

Assignment highlights – Here's what's happening this semester:

Homework – Posted on Sakai in the Assignments tab. Deadlines are also on the Sakai calendar, and you will receive an email from the Sakai elves 24 hours before an assignment is due.

In-class activities – some will be completed in small groups; others, you'll get to do independently. They will be posted in the Assignments tab and available the day of that activity

Reading quizzes – There will be 6 reading quizzes (multiple choice and T/F), each worth 20 points. I will drop the lowest grade and tally the remaining 5 to count as 1 in-class assignment (you know... $5 \times 20 = 100!$).

TARES group project – You will work with a team (at least 1 other person) to assess a political or issue-based ad using the TARES test to rate its truthfulness, authenticity, respectfulness, equity, and social responsibility. Details will be posted in the Assignments tab.

Sakai forums – I will post weekly prompts for you to share your perspectives by applying the concepts we're discussing in class. You're required to post once a week, minimum. More frequently is fine! Posts count as participation along with your involvement during each class period. Got something unique to add? Please do!! No need to wait on my prompts.

Research participation – complete 2 hours of research in one of 3 ways: (1) Sign up to participate in 2 academic research studies in the School of Journalism and Media. (2) Write article summaries of a study topic in [Journalist's Resource](#) or an academic research journal with ethical ramifications. (3) Combo! 1 research study and 1 summary. See Assignments tab for details.

Test 1, midterm, and final will include multiple choice, matching, true/false, short answer and brief chats. I will post study guides in the Resources tab of Sakai about a week before each one.

See the week-by-week schedule below for due dates and test dates.

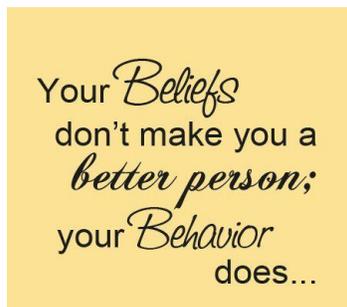
And....

♦ **Please be on time** – it's a matter of professionalism, responsibility, and mutual respect (all huge themes of this course). Class starts promptly at 3:30 p.m. – be here!

♦ **Be respectful** – We need to hear what folks have to say. Participation and discussion are keys to this course, and I hope we have some lively sessions. In other words, we don't all have to agree! But I do request that you be respectful in your disagreement.

♦ **Turn off the ringers** – Please silence your digital toys before class starts.

♦ **Pause the shopping and give social media a rest!** Part of participating is being attentive to what's happ'nin' in class and being part of the action. So, use your laptops and other



digital tools to take class notes or do in-class assignments (not homework for your other classes, either 😊).

BTW, research shows there is a high correlation between cybersurfing and below average course grades [[Education Psychology](#)]. Just sayin' 😊

Since you made it this far, let me know you've read the syllabus by posting a photo of your pet or favorite animal in the 'Syllabus' forum on Sakai by 9 a.m. Jan. 12 to earn some extra credit.

University support services just 4u!

Class Accommodations: If you require accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about classroom/building access, please visit the Accessibility Resources & Service Office [website](#), call 919/962-8300, or use NC Relay 711.

If you need **individual assistance**, it's your responsibility to meet with the instructor (that's me!). If you are serious about improving your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.



If you have difficulty affording groceries or accessing sufficient food to eat every day, UNC has a great resource called Carolina Cupboard – <https://carolinacupboard.web.unc.edu/>

- ♦ [Counseling and Psychological Services](#) (aka, CAPS) - Go to its website or visit its facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.
- ♦ CAPS [Multicultural Health Program](#) for Black, Indigenous, and students of color
- ♦ [Community Clinic](#), UNC Department of Psychology in-person and teletherapy services
- ♦ [Student care hub questions](#)
- ♦ [COVID-19 Emergency Grant Funding](#)
- ♦ [COVID-19 Community Standards](#)

And... [Hussman's Student Hub](#) for academic advising, career services, and global/immersive programs.

Diversity, Equity and Inclusion:

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, ethnicity, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or 919/966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

[Honor Code](#)

You are expected to conduct yourself within the guidelines of the University honor system. All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. You may retrieve the full document, *The instrument of student judicial governance*, [here](#).

The University's *Policy on Prohibited Discrimination, Harassment and Related Misconduct* is outlined [here](#).



If you need assistance with a harassment issue or problem, bring it to my attention or The Office of the Dean of Students, dos@unc.edu or 919/966-4042.

UNC supports an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities based on age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Discrimination violates the university's [Honor Code](#), Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments.

Professional values and competencies: The School of Journalism and Media's accrediting body outlines values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them [here](#). No single course could possibly give you all these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies in bold are most relevant for this course:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- **Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;**
- **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;**
- Understand concepts and apply theories in the use and presentation of images and information;
- **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;**
- **Think critically, creatively and independently;**
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

Week by Week – MEJO 141-004 for Spring 2022

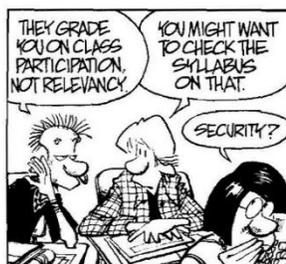
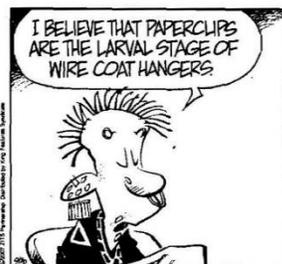
Please note: this schedule may change if speaker opportunities arise, we have a hurricane, snowstorm, etc. I will advise.

Readings: textbook and in Sakai's Resources tab
 Assignments: in Sakai's Assignment tab. Due 3:30 p.m.
 Please save/submit assignments in Word or PDF

Date	Topic	Readings and Assignments for this day
Jan. 11	<p>Welcome!</p> <p>Setting the stage: Why talk about ethics?</p>	<p>☹ Whine about winter break being over ☹</p> 
Jan. 13	Case discussion: What were they thinking?!	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ A British cosmetics brand pressured Asian influencers to promote its skin whiteners. They fought back. ▪ Portrayal of female journalist in 'Richard Jewell' is 'worst kind of trope,' editor says ▪ What were they thinking? Tribune Publishing bogus email ▪ The co-founder of Snopes wrote dozens of plagiarized articles for the fact-checking site ▪ 'Patchwriting' is more common than plagiarism, just as dishonest [for homework] ↓ <p style="text-align: center;">***Turn in plagiarism exercise***</p>
WHAT GOES INTO MAKING AN ETHICAL DECISION?		
Jan. 18	Foundations – the dead guys!	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Ch. 1 – An intro to ethical decision-making ▪ Ethical communication focus handout ▪ <i>Philosophy (dead guys) highlights</i> – read about Aristotle, Kant, Mill <p style="text-align: center;">***Turn in Dead Guys – Part 1 ***</p>
Jan. 20	More dead guys ...	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ <i>Philosophy (dead guys) highlights</i> – read about Ross and Communitarians ▪ Communitarianism and social justice – pp. 182-184 of textbook ▪ <i>African ethics - Social, not individualistic, ethics</i> (section 8) ▪ 4 Communitarian examples

Date	Topic	Readings and Assignments for this day
Jan. 25	Dead guys wrap-up Moral development, starring Kohlberg and Gilligan	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Ch. 11 ▪ Videos to supplement book chapter: (1) Kohlberg's theory of moral development and (2) Carol Gilligan's theory of moral development ▪ Online guide to ethics and moral philosophy [supplemental] <p style="background-color: yellow; text-align: center;">*** Turn in Dead Guys – Part 2 ***</p> <p style="background-color: yellow; text-align: center;">*** Reading quiz 1 – Ch. 11 ***</p>
Jan. 27	Continuing with moral development	<ul style="list-style-type: none"> ▪ Revisit questions to guide reading ▪ As you read ... think about the level of moral development these people are in. ▪ Facebook exec blames society for COVID misinformation ▪ Why good people do bad things in the workplace ▪ Experience: I write fake news ▪ On a long-ago Christmas Eve, an editor understood what we were supposed to do ▪ Whirlpool adds to school laundry program ▪ The vaccine had to be used. He used it. He was fired.
Feb. 1	Standpoint-ing	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Standpoint theory basics ▪ How Alexandra Bell is disrupting racism in journalism ▪ Implicit bias ▪ 1 big thing: Latinos are divided on the wall
Feb. 3	<p style="color: red;">Test #1</p> <p>Study guide will be posted on Sakai</p>	

ZITS
SCOTT ANDERSON

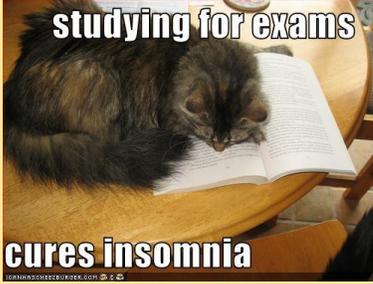


Participating can be fun!!

Date	Topic	Assignment for this day
Feb. 8	DEI and social justice	<p>Questions to guide readings</p> <ul style="list-style-type: none"> ▪ Ch. 6 – Informing in a just society
THE VALUE OF HAVING A PROCESS		
Feb. 10	<p>Having a process: Decision-making. Starting with Potter & Bok</p> 	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ pp. 7-10 (Bok's model) ▪ pp. 107-112 (The Potter Box) ▪ Case 3-B: Guilty by Google - Unpublishing and crime reporting in the digital age (pp. 84-86) ▪ The veil of ignorance ▪ Potter Box chart [optional] <p>**Reading quiz 2 – text, Bok model and Potter Box**</p>
Feb. 15	More decision-ing	<ul style="list-style-type: none"> ▪ Revisit questions to guide reading <p>Be ready to make an informed ethical decision using the Bok model and/or Potter Box for an in-class assignment.</p>
Feb. 17	<p>Wrap up Potter & Bok...</p> <p>Onward with the TARES test</p>	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ pp. 214-218: <i>Thinking about the message: A systemic test</i> (aka TARES) ▪ Case 10-C: #OscarsSoWhite – Representation in the creative process (pp. 336-338) <p>**Reading quiz 3 – doing TARES (textbook)**</p>
Feb. 22	<p>TARES some more!</p> 	<ul style="list-style-type: none"> ▪ Questions to guide reading <p>You'll work with others in class to assess an ad using the TARES test</p>

Date	Topic	Assignment for this day
ETHICAL EXPECTATIONS AND CHALLENGES IN OUR PROFESSIONS		
Feb. 24 Are ya participatin'??	Finish up TARES + Professionalism and ethics codes	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ <i>Characteristics of a profession</i> ▪ <i>How dual loyalties created an ethics problem for Chris Cuomo and CNN</i> <p>**TARES Team Project Basics** – who’s on your team, and what persuasive <u>political/issue-based</u> message will you take on?</p>
March 1	More professional-ing and codes-ing	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ <i>What is a public editor? [aka ombuds]</i> ▪ <i>Better obituaries, grave and otherwise</i> <p>***Ethics Code Scavenger Hunt due***</p>
March 3	Finish up professionalism + Review for midterm	Bring your notes and questions for midterm reviewing
March 8	<p>Midterm – ewwww!</p> 	<p>That studying thing...?</p>
March 10	Truth-tellin’ – part 1	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Ch. 2 – Information ethics ▪ <i>10 questions for fake news detection</i> ▪ <i>Truth continuum chart</i> <p>**Reading quiz 4 – ch. 2**</p>
March 11-20	<p>Spring break!!</p>	
March 22	Let’s be truthful for a bit longer	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ <i>How Vice President Harris’ appearance on a kids’ YouTube special backfired</i> ▪ <i>When COVID came, 6 Black women doctors in NC took on vaccine inequality 1 shot at a time</i>

Date	Topic	Assignment for this day
March 24	Wrap up truthing. + Start Objectivity and neutrality	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ <i>Op-ed: Bias is good. It just needs a label</i> ▪ <i>Media bias alert: Reporting differs in incident with St. Louis couple, protesters</i>
March 29	Richard Griffiths visit! 	<ul style="list-style-type: none"> ▪ Please read Mr. Griffiths' bio [Resources tab – Guest speaker Richard Griffith folder] <div style="text-align: right;">  ***TARES Team Project Due*** </div>
March 31	Objectivity and neutrality + Start on visual challenges	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ <i>Against objectivity</i> ▪ <i>False media balance</i> ▪ <i>Snake-handling Pentecostal pastor dies from snake bite</i>
April 5	Visual/photo challenges	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Ch. 8 – Picture this ▪ <i>Photographers are being called on to stop showing protesters' faces. Should they?</i> ▪ <i>Did ODNI Photoshop the cover of a diversity report?</i> <p style="background-color: yellow; padding: 2px;">** Reading Quiz 5 – ch. 8**</p>
April 7	Persuading	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Unspun chapters <p style="text-align: center; background-color: yellow; padding: 2px;">**Be ready to find examples of various UnSpun strategies in class**</p>
April 12	Persuade some more	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Ch. 7 – Strategic communication ▪ <i>What is the difference between unethical & ethical advertising?</i> ▪ <i>The role of cognitive dissonance in the pandemic</i>
April 14-15 Spring days off!!		
April 19	Privacy	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Ch. 3 ▪ <i>Case 3-D: Doxxer, doxxer, give me the news? (pp. 91-93)</i> ▪ <i>Should journalists play a role in identifying rioters?</i> <p style="background-color: yellow; padding: 2px;">**Reading Quiz 6 – ch. 3**</p>

Date	Topic	Assignment for this day
April 21	Loyalties	<ul style="list-style-type: none"> ▪ Questions to guide reading ▪ Ch. 4 ▪ <i>The social contract</i> (short video) ▪ <i>Declaration of Independence</i> [as a social contract] ▪ <i>One person's tragedy, another person's prize</i>
April 26 LDOC!!		Finish up, pull it all together and review for final
April 30, 4 p.m. 	<p>Final exam (ewww²!!!)</p> <p><u>Please note</u> <u>day and time!</u></p>	 

Aannddd..... It's summertime!

