

## Media Ethics MEJO 141 Syllabus: Summer Session I, year 2023

Class Hours: M, T, W, Th, F 9:45-11:15 am Eastern Time  
Classroom Zoom ID number: 535 876 2758, passcode 13YYq0

Professor: Destiny Peterson

E-mail: [dhpeter@unc.edu](mailto:dhpeter@unc.edu)

Office hours: M-Th 11:30 am -12:30 pm by appointment (other times also available via appointment). Please email. I am here to help.

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### Course Introduction

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#### Course Description

This course will explore what constitutes ethical practices, what interferes with ethical practices, and what emerging ethical issues may challenge the newest generation of professional communicators. Cases involve print, broadcast, and Internet news media; photojournalism; graphic design; public relations; and advertising. This course takes an expansive view of media ethics. We will be using philosophical theories of ethics as our foundation and adding primarily communication and media instances as a means of better understanding our philosophical foundation. Non-majors are also welcome and outside perspectives will be utilized and encouraged, such as ethical perspectives from medicine and law.

**Course Goal:** Students will better understand and apply ethics such that they are more engaged, critical thinkers.

**Course Objectives:** Upon successful completion of this course, students should

1. Understand the difference between ethics and integrity.
2. Recall basic facts about deontology, utilitarianism, and virtue ethics.
3. Identify ethics problems.
4. Apply deontology, utilitarianism, and virtue ethics to different situations.
5. Apply critical thinking skills.
6. Articulate diversity issues within the framework of communication ethics.
7. Question current industry standards of ethics.

**Prerequisites:** None

**Gen Ed Requirement:** This course satisfies the Gen Ed requirement for philosophical and moral reasoning (PH). In order to satisfy this Gen Ed requirement, this course assigns a minimum of 10 total pages of writing, excluding reference pages.

**Accreditation Standards:** 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. Although no single course could expose you to all these values or help you to build all these competencies, UNC's courses are collectively structured so that you may achieve these goals. To learn more about these values and competencies, visit <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>. Values and competencies that are emphasized in this course are highlighted below:

- 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.

## Professor Introduction

**Biography:** Destiny Peterson holds a JD (law degree), cum laude, from Campbell Law School and a BS in Communication Studies, summa cum laude, from Appalachian State University. She is a current PhD student in the Media and Communication program. She has taken several courses in or related to ethics (at the community college, university, and law school levels). While in law school, she also worked for a criminal law and professional ethics professor. Additionally, she has passed the Multistate Professional Responsibility Examination (MPRE) and regularly takes continuing legal education classes in ethics. She also has a philosophy-focused law article that has been accepted for publication in the near future.

**Disclaimer:** Nothing said during this course or in any activity related to this course should be considered as legal advice or as creating an attorney/client relationship as Destiny Peterson is not currently practicing law.

## The Course

**Required Textbooks/Reading Materials:** There is no physical textbook required for this course. Instead, this course will utilize numerous online materials. No single textbook covers all of the topics which are needed for an ideal ethics course. Consulting more than one online text reduces your financial strain and broadens the scope of your learning. (Please see Course Reading List in Canvas or the schedule below for the full list.). Our daily course models also show readings in a more condensed version with active links. These materials should all be available via the UNC online library or the internet.

Please note that some internet materials may require you to utilize the online library and/or to use your UNC newspaper subscription (please see <https://guides.lib.unc.edu/nyt-academic-pass> for steps to set-up your New York Times academic pass).

### Grading Scale:

Minimum Score	Letter Grade
93%	A
90%	A-
85%	B+
83%	B
80%	B-
75%	C+
73%	C
70%	C-
65%	D+
60%	D
Below 60%	F

Please note that 60% is the cutoff for a D in this class. Anything below 60%, after rounding, is a failing grade.

**Rounding:** Grades will be rounded in convention with usual mathematical standards. In other words, a .5 or above will round up and a .4 or below will round down.

Extra credit is not generally given, and grades are non-negotiable. If you are struggling, please send me an email as soon as possible. I am here to help.

**Grading:** This is how much each activity counts toward your final grade in this course.

Introduction Video: 5%

Character Post and Response: 5%

Class Participation: 15%

Midterm Paper: 20%

Final Paper: 30%

Presentation: 25%

## **Assignments**

**Introduction Video:** Post/upload an introduction video to the Canvas forum “Introduction Videos.” Please make sure to include the following: what is your major and what is your dream career (be as specific as possible, e.g. crime reporter or public relations specialist for a music industry celebrity). If you go by a name other than your legal first name, please let us know that as well. Feel free to introduce your furbabies if you have any.

**Grading:** This is a completion grade. If you upload the introduction video to the discussion forum by 9:45 on our first day of class (May 17<sup>th</sup>), you get full credit (5% toward your final course grade).

**Character Post and response:** Post a brief explanation of your favorite fictional film, television, comic, or book character’s philosophical approach on Canvas. Remember to use appropriate citation (APA format).

Respond to two of the character posts on Canvas. Do you agree? Disagree? Sound like a good explanation? These can be super short (like three sentences).

Grading: This is a completion grade. If you post your character explanation by the due date and post your two responses by the due data, you get full credit (5% toward your final course grade).

**Participation:** Attendance is a prerequisite for participation. You cannot participate in class if you are absent from class. However, attendance is not sufficient for participation. Participation consists of attending class, doing and submitting in-class assignments that have writing components, submitting prior-to-class assignments, actively interacting during in-class assignments that don't have writing components, staying on topic during group work, engaging with your groups in group-based in-class assignments, actively engaging with the material, coming to class prepared, answering questions, and contributing to class discussion. I am hopeful that we will have high participation. If I notice that you are not participating, I am likely to call on you and/or encourage you to speak up in your group work.

Grading: If you come to class prepared and engage with the class, you will earn full credit for participation (15% toward your final grade). Examples of not participating include: not having done the assigned readings, not talking in breakout rooms about the assigned task, not talking in class, not answering when called upon, not turning in in-class assignments, etc. I anticipate everyone earning full credit for participation. If participation is an *ongoing* problem (e.g. I worry that you will earn less than 10% for your participation grade), I will email you to see if we can get you back on track. Again, I expect this group to participate and earn full credit for this component.

### **In-Class Assignments:**

- Game Day – If time allows after our primary lesson, we will be engaging in a game. Bring your thinking cap and be prepared to be challenged and, maybe, uncomfortable. Game day is meant to get you to question your own ethical viewpoints and to question cultural understandings of hierarchical worth. There is nothing to submit for this activity.
- Epistemology – If time allows, we will get into groups via breakout rooms for think-pair-share. Think and then discuss appropriate ways to respectfully communicate with and persuade those holding different epistemological viewpoints. Start broad and then be specific. Examples are *extremely* encouraged. There is nothing to submit for this activity.
- TARES Group Sign-up – I will use a random number generator to pair you. Work together to pick a presentation day. Sign-up (all names) for that day on Canvas. At least begin working to find an advertisement to analyze using the TARES test. Decide how you will split the presentation work. I expect each person to speak roughly 5 to 7 minutes. Submit in Canvas how you plan to split the work. My suggestion is that one person gives an overview of the TARES test and two of the letters and that the other person handles the reaming three letters. Please work together. So, by the end of class you should have: 1. Signed up in Canvas for a presentation day with your group; 2. Started finding an advertisement or, even better picked an advertisement; 3. Submitted a summary in Canvas of how you will split the work (who is doing what).

- Professionalism: You will get into groups of 5. You will be assigned a group problem sheet, and you will work to issue spot, discuss the spotted ethic(s) issues, and work your way through them. It is ok if you don't have a final answer. Many of these don't really have answers. They are meant to generate questions – thoughts – and discussion. There is nothing to submit for this assignment. This is done to encourage open discussion.
- Bring an ethics code: Use the internet to find an ethics code for your chosen field from a reputable source. For example, if you are going into journalism, you might look at ethics codes for a journalism association or for specific conglomerates, like the Washington Post or New York Times. Read thoroughly and then bookmark or favorite the webpage. Be prepared to discuss/informally share your code. There is nothing to submit for this assignment.
- Make your own ethics code: Create your own personal ethics code. This doesn't have to be complicated (what are your ethical rules/what duties do you owe and to whom are you responsible), but it needs to be sincere and meaningful to you. This is for you to keep. It is meant to help guide you and to give you a sense of professional accountability. Keep it, frame it, tape it to your office desk one day, but before that... Submit it to Canvas by the end of class.

Grading: These count toward your participation grade and are graded based on completion. In other words, did you do the assignment, i.e. did you really try? If so, you earn full credit. If not, your participation grade may be lowered.

**Midterm Paper:** This paper must be a minimum of 5 pages (double-spaced, 1-inch margins, Times New Roman font, *excluding* the references). This is extremely important. You have two topic choices. Please pick only one.

Midterm Paper Option A (Other Philosophical Approaches): Pick a philosophical approach that is not predominately covered in this class and explain it. This may be a philosophy specifically for moral decision making or it may be a broader philosophical theory. For example, you might write about communitarianism, feminist philosophy, egoistic philosophy, moral relativism, liberalism, etc. (For additional ideas, look at unassigned chapters in our online textbooks. You may also try Googling for a sample.). This paper should contain

- Information about the history of the theory (Who is the founder or primary proponent of the theory? When did the theory first appear? In what geographic region, e.g. the Western World, Asia, ancient Greece, etc., is/was the theory rooted? Has the theory continued to present day, or has it gone the way of the dinosaurs? Etc.... In other words, give historical context to your chosen philosophy.)
- An explanation of the philosophy (What is the theory about? What does the theory say?)
- Give an example of the philosophy in application (It can be a real or made-up example.)

- You *may* also choose to write your opinion about the philosophy at the end. (This final bullet point is not required, but it is definitely allowed.)

Grading: See “Midterm Paper Rubric” under the files tab on Canvas.

Midterm Paper Option B: Write about your future job/career from a philosophical standpoint. If you choose this option, your paper should include the following:

- What your intended future job/career is (journalist, photojournalist, marketing specialist, advertising specialist, public relations specialist, graphic designer, videographer, etc.). Note, that your future intended job/career may be outside the major, such as lawyer, and that is perfectly ok to write about too. Try to be specific. For example, if you plan to become a journalist, what type of journalist (politics, crime, health, a combination, etc.) or, if you plan to become a public relations specialist what type of public relations specialist (crisis communication, start-ups, celebrities, big business, mom-and-pop, etc.).
- What do you think your role is? (What is the point of your job? What are you supposed to be doing? For example, a defense lawyer might write that their job is to uphold the constitution by defending all accused regardless of innocence or guilt. A prosecutor might write that their job is to seek truth and bring guilty to justice or to protect and serve or to defend society, etc. etc. What is your job’s underlying philosophical point? Why does your job exist?)
- What are your ethical duties as practitioners of your field (journalist, advertising specialist, etc.)? What are the ethics rules for your job (e.g. don’t lie, be as truthful as possible, be completely truthful, be transparent, never withhold potentially exonerating evidence, objectivity, neutrality, advocacy etc.). What do you need to do to be an ethical practitioner?
- To whom do you owe those ethical duties? (Yourself, your employer, the public in general, victims, animals, a combination, etc.). Explain to whom you are ethical accountable (not from a legal sense, but from a moral sense) and why.

Remember, you only need to do option A *or* option B. You do not need to do both. Also remember, that your paper must be a minimum of 5 pages (not counting the references section). This is non-negotiable.

Grading: See “Midterm Paper Rubric” under the files tab on Canvas.

**Final Paper:** This paper must be a minimum of 5 pages (double-spaced, 1-inch margins, Times New Roman font, *excluding* the references). This is extremely important.

For this paper, you must scour the internet for an article about a communication (*any* subfield of your choosing) ethics problem. The article must have been published within the past 10 years and cannot be one of the articles used in this class (you may use the same topic if you would like,

but you may not choose the same article). Creativity in your topic choice, uniqueness of the topic, and the ethical grayness of the topic will be taken into account when grading.

You must explain what the ethics problem is and then apply our philosophical lenses to it. Thus, you may apply deontology, utilitarianism, virtue ethics, Bok, and/or the TARES test (if you wrote about another philosophical approach for your midterm paper that would be applicable, you may also use it). Although you do not have to use all of these approaches, the more of them you use the better. The number of theories applied and how well you apply them will both be taken into account during grading. The strongest papers will also provide at least a paragraph giving your own thoughts on the ethical dilemma (which approach, if any, do you think is best in relation to your chosen problem and why... if you don't like any of the approaches for your ethical problem, explain why and/or how you would prefer to approach the problem in the last paragraph).

Grading: See "Final Paper Rubric" under the files tab on Canvas.

**Writing expectations:** You will be graded on your writing capabilities in this class. This includes spelling, grammar, and citation as well as cohesion and flow. Your papers should contain an introduction, body paragraphs, and a conclusion. Your introduction should include a thesis. Each paragraph should contain a topic sentence.

In order to abide by the honor code, you must cite your sources. This includes both quotes (direct words from another source) and paraphrases (summaries of another source's writing). Failure to cite is plagiarism. We will be using APA format for this class. If any of these things sound extra scary, please utilize the resources below.

A great resource (and one that I use myself) is Purdue Owl. Purdue Owl can be found at the following link:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Other great resources include the UNC Writing Center (<https://writingcenter.unc.edu>) and the UNC Library (<https://library.unc.edu>).

You are also absolutely welcome to utilize me as a writing resource as well. (I was an English minor in college and am happy to help.)

**TARES Group Presentation:** You will be working in groups of two. As a group, you will find an advertisement (print, audio only, visual only, or audio/visual) to analyze using the TARES test. If you choose an audio, visual, or audio/visual advertisement, it must be no longer than 3 minutes. You will present your analyzation to the class on your selected presentation day.

You must show your advertisement at the beginning of your presentation.



This presentation should be 10 to 14 minutes total (split 5-7 minutes each) excluding the advertisement sharing. I strongly suggest that one group member provides a basic overview of the TARES test and tackles two of the letters and that the other group member handles the remaining three letters.

You should have a reference slide using APA format.

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## Expectations

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**Attendance:** Students are responsible for regular and punctual class attendance. This class strongly utilizes lecture and class discussion. Your attendance is important. Treat this like your job. Attendance is very important to your intellectual growth and final grade.

The university has an official attendance policy. This policy states that, “No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).”

The university specifically lists 3 or more missed classes as a suggested cutoff. For more information, please see <https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>

**Grade reduction:** After your third unexcused absence, your grade will be reduced a full letter grade for each subsequent unexcused absence (e.g. If you earned an A, but you missed 4 classes, your grade will be dropped to a B. If you earned an A, but you missed 5 classes, your grade will be dropped to a C. And so forth and so on.)

**Late Work and Make-up Work:** We have an extremely short semester, so it is extremely important that you stay caught-up on your work and hit all of your deadlines. Late papers that are submitted within 24 hours (to the minute) of the deadline will receive a 25% reduction. (If your earned grade would have been 100, you will earn only a 75, for example. That is the difference between an A and a C+. Do not needlessly put yourself in this position.). Any papers submitted 24 hours and 1 minute after the deadline or later will receive an automatic zero. NO make-up work is allowed on papers.

The TARES presentation cannot be made up absent one of the above approved absence reasons. (If one of these arises on the day your selected presentation, please email me to set-up an alternate day.)

All in-class assignments with a written component (the make your own ethics assignment) are eligible for make up *if* they are submitted within 24 hours of the class in which they were assigned. In other words, if you missed the create your own ethics assignment in-class assignment on a Thursday, you will have until 9:44 on Friday to submit it. If you do so, you will receive full credit completion (100% done). After 24 hours, any submission will receive a 0% (not done). Please note that if you are absent on the TARES preparation day, you must still find a group and work with them to decide what you are analyzing and how the work is being split.

**Sensitive Topic Warning:** This class presents several emotionally challenging topics that may be disturbing, distressing, and/or difficult. Although it is impossible to predict a complete list of potential conversation topics for this course, we are likely to discuss, read about, write about, or otherwise cover *at least* the following potentially triggering topics:

- Suicide
- Murder (serial, mass, etc.)
- Capital punishment
- Abortion
- Animal cruelty
- Racism
- Sexism
- Sexual objectification and sexualization
- Health (HIV, Monkeypox, Covid, and related issues)
- Drugs and Alcohol
- Politics
- Religion

Please note that this is not an exclusive list of potentially triggering topics. Because of the nature of the underlying subject matter, ethics, we will cover numerous difficult issues and topics. If you need to step away from the keyboard, you are welcome to do so. However, you will still be responsible for the material. Please also remember that UNC offers a number of resources to help you cope with any challenges you may face. (Please see resources below.) Use them; that is why we have them! 😊

**Mandatory Reporter/Mandated Reporter/Responsible Employee:** On a related note, for full disclosure, I would like to let you know that I am required to share any information you tell me about potential incidents of discrimination, harassment, and sexual misconduct with the Equal Opportunity and Compliance Office. Thus, I am not allowed to keep information about these instances confidential.

**In-Class Behavior:** I do not anticipate this being a problem. I expect all parties to conduct themselves respectfully. *However*, I feel it necessary to make this explicit at the start of the semester...

We do not all have to agree. (A lot of the topics we will cover this semester are difficult areas of ethical murkiness.). However, we all have to be respectful. Prohibited behavior includes, but is not limited to: name-calling, using derogatory language, shouting, hostile finger-pointing, harassing, intimidating, and belittling other students. Being a student is both an aspect of your identity and your job. Act accordingly. Specifically, act like those around you may one day be your job references, colleagues, and bosses, because they may be... Failure to act respectfully may result in you being asked to leave the class. Being asked to leave the class may negatively affect your final grade.

**Academic Dishonesty:** All students are expected to be familiar with and abide by the Honor Code. For more information, please see <https://catalog.unc.edu/policies-procedures/honor-code/>. All academic work must be done with the highest level of honesty and integrity. All work must be your own, and all sources must be cited using APA format. If there is confusion about plagiarism and citation (when to cite/how to cite), please utilize Purdue Owl, the UNC writing center, library, and/or me. We are all happy to help.

Academic dishonesty will not be tolerated. (This is an ethics class!) All papers and written work may be subjected to software plagiarism checks, such as, but not limited to TurnItIn. Acts of plagiarism may result in a formal report to the school and adverse actions, including an F for the *entire* class.

AI programs, such as ChatGPT, are considered plagiarism. Your work must be your work. You may not ask any AI program to write your paper for you.

Remember, you are *not* a grade. You are a person, and your integrity matters much more than any grade ever will. You can recover from a bad grade. Recovering from academic dishonesty.... infinitely more difficult. Don't put yourself in that position.

A complete garbage paper > a plagiarized paper. A poor score that you worked hard for? Be proud! Sometimes, it is your perseverance, not your raw intelligence, that gets you where you need to go.

If you are struggling, please email me. Cheating is never the answer. I am here to help.

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## Other Resources

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**UNC Alert Text Messaging:** <https://alertcarolina.unc.edu/register/>

**UNC Police:** <https://police.unc.edu>

**Accessibility Resources & Service (ARS) and Accessibility Accommodations:** UNC is committed to providing accessible programs. If you are in need of accommodations due to disability (physical or mental; chronic or temporary; pregnancy related), please visit the ARS website and get in contact with them to secure accommodations. <https://ars.unc.edu>

**Title IX:** Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek help. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (<https://eoc.unc.edu/whoweare/our-team/>), Report and Response Coordinators in the Equal Opportunity and Compliance Office (<https://eoc.unc.edu/whoweare/our-team/>), Counseling and Psychological Services (<https://caps.unc.edu>), or the Gender Violence Services Coordinators (<https://gvsc.unc.edu/contact/>) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu>.

**Diversity and Inclusion:** UNC at Chapel Hill and its faculty are dedicated to diversity and inclusion in all its many facets. For more information, please see <https://catalog.unc.edu/about/introduction/>

**UNC LGBTQ+ Center:** <https://lgbtq.unc.edu>

**Discrimination, harassment, sexual violence, interpersonal violence, and stalking:** <https://safe.unc.edu>

**Mental Health:** UNC cares about your mental well-being. If you are in need of assistance, please visit the following websites and get in touch with those departments.

- Counseling and Psychology Services (CAPS) <https://caps.unc.edu>
- Psychology and Neuroscience Community Clinic <https://clinic.unc.edu>
- CAPS Multicultural Health Program specialized to meet the needs of black, indigenous and students of color <https://caps.unc.edu/services/multicultural-health-program/>

**Physical Health:** UNC also cares about your physical well-being. If you are in need of physical healthcare (primary care, dental, gynecology, immunization, etc.) please visit the following website and make an appointment with the relevant service center: <https://campushealth.unc.edu>

## The Schedule

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Dates	Lesson Plan Topic	Assignments Due (all assignments are due at 9:44 am, except the final exam which is due at 8:00 am because of our pre-determined exam schedule)
May 17 (Wednesday)	Introduction to class and syllabus.  Introduction to ethics – ethics v. integrity.  Introduction to Philosophy – Deontology, Utilitarianism, and Virtue Ethics	<p><u>To do:</u> Post an introduction to the Canvas forum “Introduction.” Please make sure to include the following: what is your major and what is your dream career (be as specific as possible, e.g. crime reporter or public relations specialist for a music industry celebrity). If you go by a name other than your legal first name, please let us know that as well. If you have furbabies, feel free to introduce us to them.</p> <p><u>To read:</u> Read and be prepared to discuss: <i>Understanding Ethics: An Introduction to Moral Theory</i> by Tännsjö –</p> <ol style="list-style-type: none"> <li>1. Chapter 2 “Utilitarianism” (just pages 17 and 18)</li> <li>2. Chapter 4 “Deontological Ethics” (just pages 59- 62)</li> <li>3. Chapter 6 “Virtue Ethics” (entire chapter, pages 95- 111)</li> </ol> <p>All are available through UNC’s online library.</p> <p>Read for the big picture – what is each theory’s main point/what is each theory trying to say/do?</p> <p>This is a challenging reading, but don’t panic. It makes more sense as we go.</p>
May 18 (Thursday)	Deep-dive into Philosophy – Practice in Applying Deontology, Utilitarianism, and Virtue Ethics	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>1. <i>The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero</i> by White: Chapter 1 “Superhuman Ethics Class” (entire chapter, pages 1-20)</li> <li>2. <i>The Avengers and Philosophy: Earth’s Mightiest Thinkers</i> by White: Chapter 1 “Superhuman Ethics Class with Avengers Prime” (just pages 12-15)</li> </ol> <p>Recommended (<u>NOT</u> required) – “Superhuman Ethics Class with Avengers Prime” - all of chapter 1</p> <p>Both are available through UNC’s online library.</p>

May 19 (Friday)	Let's Apply – Health COM	<p><u>To read:</u></p> <ol style="list-style-type: none"> <li>1. Mackert, M., Donovan, E., &amp; Guadagno, M. (2013). Promoting multivitamins to Hispanic adolescents and mothers: Communicating benefits that resonate. <i>SAGE Open</i>, 3(4), 215824401350726. <a href="https://doi.org/10.1177/2158244013507268">https://doi.org/10.1177/2158244013507268</a></li> </ol> <p>Available through UNC's online library.</p>
May 22 (Monday)	<p>How Communication/Journalism Met Ethics</p> <p>In-class assignment (contingent upon time): Game Day</p>	<p><u>To do:</u> Post a brief explanation of your favorite fictional film, television, comic, or book character's philosophical approach on Canvas to "Character Post". Remember to use appropriate citation (APA format).</p> <p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>1. <i>The Routledge Handbook of Mass Media Ethics</i> by Wilkins and Christians: Chapter 2 "A Short History of Media Ethics in the United States" (entire chapter, pages 16-27)</li> </ol> <p>Available through UNC's online library.</p>
May 23 (Tuesday)	<p>Ontology – What is reality</p> <p>Epistemology – What is Truth?</p> <p>In-class assignment Epistemology: how to talk to people with different epistemological understandings</p>	<p><u>To do:</u> Respond to two of the character posts on Canvas. Do you agree? Disagree? Sound like a good explanation? These can be super short (like three sentences).</p> <p><u>To read:</u> Read and be prepared to discuss: Murphy "Comparing Positivist, Post-Positivist, Interpretivist, and Critical Theory paradigms of inquiry: A maritime security cooperation example" <a href="https://www.linkedin.com/pulse/comparing-positivist-post-positivist-interpretivist-critical-murphy">https://www.linkedin.com/pulse/comparing-positivist-post-positivist-interpretivist-critical-murphy</a></p>
May 24 (Wednesday)	Objectivity, Neutrality, and Transparency in News	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>1. Martine and Maeyer "Networks of Reference: Rethinking Objectivity Theory in Journalism"</li> <li>2. Glasser et al. "The Claims of Multiculturalism and Journalism's Promise of Diversity"</li> </ol> <p>All are available through UNC's online library.</p>
May 25 (Thursday)	<p>Issues of Advocacy and Honesty (all areas) – TARES Test</p> <p>In-class assignment TARES Group Presentation Preparation</p>	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>1. <i>Doing Ethics in Media: Theories and Practical Application</i> by Roberts and Black: Chapter 2 "Codes of Ethics and Justification Models" (just pages 66-68)</li> <li>2. Lee, and Cheng "Assessing the TARES as an Ethical Model for Antismoking Ads."</li> </ol> <p>All are available through UNC's online library.</p>

		<b>Bring your schedules!</b>
May 26 (Friday)	Loyalty and Conflicts of Interest (all areas)	<p><u>To read:</u> Read and be prepared to discuss: <i>Doing Ethics in Media: Theories and Practical Applications</i> by Roberts and Black</p> <ol style="list-style-type: none"> <li>Chapter 5 “Loyalty” (entire chapter)</li> </ol> <p>Available through UNC’s online library</p>
May 29 (Monday)	Privacy in Journalism	<p><u>To read:</u> Read and be prepared to discuss: <i>Exploring Communication Ethics: A Socratic Approach</i> by Bobbitt</p> <ol style="list-style-type: none"> <li>Chapter 6 “Journalism and Broadcasting: Privacy Issues” (entire chapter)</li> </ol> <p>Available through UNC’s online library</p>
May 30 (Tuesday)	Memorial Day – No Class	<ol style="list-style-type: none"> <li>No assignments</li> </ol>
May 31 (Wednesday)	Privacy in Advertising	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>Haggin and Vranica “Apple’s Privacy Change is Hitting Tech and E-Commerce Companies. Here’s Why.” <a href="https://www.wsj.com/articles/apples-privacy-change-is-hitting-tech-and-e-commerce-companies-11634901357">https://www.wsj.com/articles/apples-privacy-change-is-hitting-tech-and-e-commerce-companies-11634901357</a></li> <li>Hill “How Target Figured out a Teen Girl was Pregnant before her Father Did” <a href="https://www.forbes.com/sites/kashmirhill/2012/02/16/how-target-figured-out-a-teen-girl-was-pregnant-before-her-father-did/?sh=6e5652c06668">https://www.forbes.com/sites/kashmirhill/2012/02/16/how-target-figured-out-a-teen-girl-was-pregnant-before-her-father-did/?sh=6e5652c06668</a></li> </ol>
June 1 (Thursday)	<p>Truth and Privacy in Photojournalism (How do we know a photo is true? Are there things you shouldn’t photograph continued.)</p> <p>Student Presentations</p>	<p><u>To read:</u> (Skim) read and be prepared to discuss: <i>The Ethics of Photojournalism in the Digital Age</i> by Santos and Eldridge</p> <ol style="list-style-type: none"> <li>Chapter 3 “Journalism Ethics and Photojournalism Ethics” (entire chapter)</li> <li>Chapter 8 “Improper Distance” (entire chapter)</li> </ol>
June 2 (Friday)	<p>Special topics in photojournalism, advertising, and marketing – Nature</p> <p>Student Presentations</p>	<p><u>To do:</u> Midterm Paper (Option A <u>OR</u> Option B) due</p> <p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>Hari “Reasons Why Photography has a Negative Impact on the Environment” <a href="https://www.shootphilly.com/reasons-why-photography-has-a-negative-impact-on-the-environment/">https://www.shootphilly.com/reasons-why-photography-has-a-negative-impact-on-the-environment/</a></li> <li>Bending “Before You Hit ‘Share’ on that Cute Animal Photo, Consider the Harm It Can Cause”</li> </ol>

		<p><a href="https://theconversation.com/before-you-hit-share-on-that-cute-animal-photo-consider-the-harm-it-can-cause-126182">https://theconversation.com/before-you-hit-share-on-that-cute-animal-photo-consider-the-harm-it-can-cause-126182</a></p> <p>4. Russo “Why are There So Many Animals in Fashion Ads?” <a href="https://fashionista.com/2014/12/animals-in-fashion-ads">https://fashionista.com/2014/12/animals-in-fashion-ads</a></p>
June 5 (Monday)	Special topics in Advertising, Marketing, Public Relations, and Lobbying – MOD, the Merchants of Death	<p><u>To watch:</u> Please watch and be prepared to discuss</p> <ol style="list-style-type: none"> <li>1. Reitman <i>Thank You for Smoking</i> film trailer <a href="https://www.imdb.com/video/vi126746905/?ref=ttvi_vi_imdb_1">https://www.imdb.com/video/vi126746905/?ref=ttvi_vi_imdb_1</a></li> </ol> <p><u>To read:</u></p> <ol style="list-style-type: none"> <li>1. To read: <i>Public Relations Ethics: The Real-World Guide</i> (1<sup>st</sup> ed.) by Trevor Morris and Simon Goldsworthy Chapter 6 “The Ethical Issues in Dealing with Media”</li> <li>2. Marszalek “Papa John's PR Firm Olson Engage Resigns After Founder Admits Racial Slur” <a href="https://www.provokemedia.com/latest/article/papa-john%27s-pr-firm-olson-engage-resigns-after-founder-admits-racial-slur">https://www.provokemedia.com/latest/article/papa-john%27s-pr-firm-olson-engage-resigns-after-founder-admits-racial-slur</a></li> <li>3. AbAguirre “He Fixes the Worst PR Crises Imaginable. Then Came Harvey Weinstein.” <a href="https://www.nytimes.com/2018/06/01/style/michael-sitrick-harvey-weinstein-crisis-management.html">https://www.nytimes.com/2018/06/01/style/michael-sitrick-harvey-weinstein-crisis-management.html</a> (Available through UNC’s online library. However, you may need to create an academic pass.)</li> </ol>
June 6 (Tuesday)	Special topics in advertising- use of women  Student Presentations	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>1. Duffy “The Romance of Work: Gender and Aspirational Labour in the Digital Culture Industries.”</li> </ol> <p>Available through UNC’s online library.</p> <ol style="list-style-type: none"> <li>1.</li> </ol>
June 7 (Wednesday)	Special topics in Marketing - Labeling  Student Presentations	<p><u>To watch:</u> Please watch and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>2. NBC News “How ‘Natural’ Food Labels are Misleading Consumers   NBC Nightly News” <a href="https://www.youtube.com/watch?v=xnPwwQWddLQ">https://www.youtube.com/watch?v=xnPwwQWddLQ</a></li> <li>3. WRFV Local 5 “HealthWatch: Misleading Food Labels – Don’t Believe Everything You Read” <a href="https://www.youtube.com/watch?v=sV8pBNTdIZk">https://www.youtube.com/watch?v=sV8pBNTdIZk</a></li> </ol> <p>Vox “Why Women’s Clothing Sizes Don’t Make Sense” <a href="https://www.youtube.com/watch?v=7QwIT5f7H1c">https://www.youtube.com/watch?v=7QwIT5f7H1c</a></p>
June 8 (Thursday)	Professionalism  In-class assignment professionalism: Issue-	<p>Read and be prepared to discuss:</p> <ol style="list-style-type: none"> <li>1. Kirtley “How Dual Loyalties Created an Ethics Problem for Chris Cuomo and CNN” <a href="https://theconversation.com/how-dual-">https://theconversation.com/how-dual-</a></li> </ol>



	spotting handout problems and group discussion	<p><a href="#">loyalties-created-an-ethics-problem-for-chris-cuomo-and-cnn-173057</a></p> <p>2. Maheshwari “She was a Candidate to Lead Levi’s” <a href="https://www.nytimes.com/2022/03/25/business/levis-jen-sey.html">https://www.nytimes.com/2022/03/25/business/levis-jen-sey.html</a></p> <p>3. Johnson and Ebrahimji “A Medical Journal Apologized after an Article Prompted Health Professionals to Post Images of Themselves in Bikinis” <a href="https://www.cnn.com/2020/07/25/cnn10/medbikini-backlash-and-apologies-trnd/index.html">https://www.cnn.com/2020/07/25/cnn10/medbikini-backlash-and-apologies-trnd/index.html</a></p> <p>4. American Civil Liberties Union. “ACLU Wins Challenge to North Carolina’s Cohabitation Ban.” <a href="https://www.aclu.org/press-releases/aclu-wins-challenge-north-carolinas-cohabitation-ban">https://www.aclu.org/press-releases/aclu-wins-challenge-north-carolinas-cohabitation-ban</a></p>
June 9 (Friday)	Diversity and Representation  Student Presentations	<p>Read and be prepared to discuss:</p> <p>1. Childers “The Moral Argument for Diversity in Newsrooms is also a Business Argument — and You need Both.” <a href="https://www.niemanlab.org/2020/11/the-moral-case-for-diversity-in-newsrooms-also-makes-good-business-sense/">https://www.niemanlab.org/2020/11/the-moral-case-for-diversity-in-newsrooms-also-makes-good-business-sense/</a></p> <p>2. Camelo “The Advertising and Marketing Industry has a Diversity Problem” <a href="https://www.camelocommunication.com/the-advertising-and-marketing-industry-has-a-diversity-problem/">https://www.camelocommunication.com/the-advertising-and-marketing-industry-has-a-diversity-problem/</a></p>
June 12 (Monday)	Special Topics in News Health Reporting - A Case Study (Monkeypox and HIV)  Student Presentations	<p><u>To read:</u> Read and be prepared to discuss:</p> <p>1. Ryan “Gay Men Deserve the Truth about Monkeypox” (available through UNC’s online library - please note that you may need to create your academic pass.)</p> <p>2. Treisman “As Monkeypox Spreads, Know the Difference between Warning and Stigmatizing People” <a href="https://www.npr.org/2022/07/26/1113713684/monkeypox-stigma-gay-community">https://www.npr.org/2022/07/26/1113713684/monkeypox-stigma-gay-community</a></p> <p>3. Michael “Monkeypox, a ‘Gay Disease’” (available through UNC’s online library – please note that you may have to create your academic pass)</p> <p>Skim read and be prepared to discuss:</p> <p>4. History “AIDS Crisis Timeline” <a href="https://www.history.com/topics/1980s/hiv-aids-crisis-timeline">https://www.history.com/topics/1980s/hiv-aids-crisis-timeline</a></p>
June 13 (Tuesday)		<p>Read and be prepared to discuss:</p> <p>1. Dastagir “Kate Spade’s Death and the Unintentional Consequences of Suicide Coverage”</p>

	<p>Special Topics in Journalism - When Journalism Kills</p> <p>Student Presentations</p>	<p><a href="https://www.usatoday.com/story/news/2018/06/06/kate-spades-death-and-suicide-contagion-how-media-got-wrong-again/678314002/">https://www.usatoday.com/story/news/2018/06/06/kate-spades-death-and-suicide-contagion-how-media-got-wrong-again/678314002/</a></p> <p>2. Ducharme “Suicide Deaths Are Often 'Contagious.' This May Help Explain Why” <a href="https://time.com/5572394/suicide-contagion-study/">https://time.com/5572394/suicide-contagion-study/</a></p> <p>3. Thomason et al. “Reporting on the Nightstalker” <a href="https://mediaengagement.org/research/reporting-on-the-night-stalker/">https://mediaengagement.org/research/reporting-on-the-night-stalker/</a></p>
June 14 (Wednesday)	Special Topics in News – Issues in Crime Reporting	<p><u>To read:</u> Read and be prepared to discuss:</p> <p><i>Murder in our midst: Comparing crime coverage ethics in an age of globalized news</i> by Romayne Smith Fullerton and Maggie Jones Patterson Chapter 5 “What the Watchdogs Watch, Why, and Why Watching Matters”</p> <p>And</p> <p>Global Strategy Group “Innocent Until Proven Guilty? A Look at Media Cover of Criminal Defendants in the U.S.” <a href="https://globalstrategygroup.com/wp-content/uploads/2012/07/GSG_Report_Innocent_Until_Proven_Guilty.pdf">https://globalstrategygroup.com/wp-content/uploads/2012/07/GSG_Report_Innocent_Until_Proven_Guilty.pdf</a></p>
June 15 (Thursday)	<p>So how do we make decisions? The Potter Box and the Bok’s Test of Veracity</p> <p>Ethics Codes</p>	<p><u>To do:</u> Find an online ethics code related to your field, bring it to class, and be prepared to informally discuss it.</p> <p><u>To read:</u> Read and be prepared to discuss: <i>Doing Ethics in Media: Theories and Practical Application</i> by Roberts and Black Chapter 2 “Codes of Ethics and Justification Models” (only pages 63-77)</p>
June 16 (Friday)	Make your own ethics codes	None
June 19 (Monday)	Juneteenth holiday – No class	No assignments
June 20 (Tuesday)	Workday	None – I will be in our Zoom classroom for the entire class period to answer any questions you may have about your final paper. This time is set aside for you to work on your final paper. I am available.
June 21 (Wednesday)	Reading day – no class	No assignments
June 22 (Thursday)	Exam Day	To do: Final paper due at 8:00 am

		Our exam period is scheduled for 8:00-11:00. We will meet to answer any lingering questions, debrief the course, and as an opportunity for feedback.
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